



EMMAUS ACCESSIBILITY PLAN **2023-24**

Mission Statement

We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfES, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Emmaus School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our Special Educational needs and Inclusion Policy for an outline of our full provision to support pupils with SEND.

The special educational needs policy, SEN information report, Local Offer and publication of equality information can be accessed via the school website www.emmausprimaryschool.co.uk, or alternatively ask for a paper copy at the school office.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Emmaus Accessibility Action Plan 2023-24

Access to the curriculum

Aim: To increase the extent to which disabled pupils can participate in the school curriculum.

	Priority	Strategy/Action	Timescale	Outcomes	Progress /Success Criteria
SHORT TERM	Raise awareness of teachers on adaptations to the curriculum & approaches to alternative recording in school	Parents made aware of the option of coloured paper being used for letters home, Home-School link books used for some pupils, use of plain English, termly progress reports, parents' evenings twice a year, SEN meetings with parents/carers termly and as requested. As much relevant information as possible available on school website. Encourage parents/carers to use the text service	Annually	Improvement of information to disabled pupils and their families	Ongoing process
	To ensure that pupils identified as having dyslexia have access to a suitably differentiated curriculum	Coloured overlays & whiteboards available. Buff coloured paper. Acceptance of a variety of written formats, differentiated homework, marking strategies, multi-sensory approaches	Daily as required	Pupils with dyslexia will have full access to the curriculum, achieve success and their strengths will be recognised	Ongoing process
	Review and analyse data relating to the achievements and	Use whole school tracking system and national data to identify	Termly and through pupil	Improved access to learning and achievement for all	Ongoing process

	progress of SEN and disabled children	individuals and groups who are underperforming Use the data to set targets, identify barriers for learning and improve access to the curriculum Link to Pupil Profile /pupil progress and reviews with parents/carers	progress and SEND meetings	pupils with SEN or disability	
	Use PIVATS to assess pupils who are not meeting expected levels of progress	Train staff as necessary. Link pupil profiles and individualised plans	Annually (as required)	All children will be included in school progress data Link Pupil Profile targets to PIVATS All children will be included in the assessment process and will have measurable and achievable targets	Key children identified and further training arranged for all staff Autumn22/Spring 23.
	Raise awareness of teachers on differentiating the curriculum & approaches to alternative recording in school	SLT to audit planning & carry out lesson observations. Provide support/training as necessary	Termly	All staff confident and consistent in range of differentiation strategies and use of alternative recording	Autumn term 22 (observations begun wk beg 7-11-22).
	Raise awareness of staff on the specific needs of pupils living with a disability in terms of daily living skills and relationships	Inclusion Manager to ensure that teachers are aware of the relevant issues & provide access to support from other professionals as required	As required	Staff are aware of barriers to learning and how to access additional support for pupils	Completed as required
	Ensure relevant staff are aware of disabled children's curriculum access	System of individual access plans	As required	Staff aware of individual pupils' access needs	Completed as required
MEDIUM TERM					
	Ensure children on the SEND register have equal access to and participate in after school/breakfast clubs and activities	Survey participation in clubs by those children on the register or who have a disability Organise additional activities to include children who are not involved	Termly	Children with additional needs feel confident and able to participate in all before and after school activities	Completed Ongoing analysis
	Purchase specialist equipment for disabled pupils	Audit equipment & ensure sufficient equipment is available	As required	All children have access to equipment	Ongoing

		(writing slopes, pencil grips, dycem non-slip mats, scissors)		that will enhance their learning experiences	
	Ensure LSAs have access to relevant training	LK to promote professional development for LSAs	Ongoing	LSAs to be more skilled & confident in supporting individual children	ASD training, SALT, Sensory Processing already completed More training to be arranged in Autumn 23.
	Ensure Top-up funding is applied for if felt necessary for particular pupils	LK to observe graduated response, assess, plan, do, review cycle & apply for high needs funding if appropriate	As required	Barriers to learning are removed if high needs funding is secured	Completed for individuals and renewed where appropriate Ongoing process
LONG TERM					
	Ensure all out of school activities are planned to ensure the participation of the whole range of pupils	Consider this issue when trips are in the planning stage to ensure compliance with the legislation	Termly	All pupils able to access all school activities	Completed when required.
	Classrooms are organised to promote and support the participation & independence of pupils	Review & implement a suitable layout of furniture & equipment to support the learning process in individual classrooms/bases	As required	Lessons should start without the need to make adjustments to accommodate the needs of individual pupils	OT advice sought and relevant steps, aids, frames, adaptations made School received an award from the OT/Physio teams to commend their work in this area Ongoing advice continues to be requested
	Promote positive attitudes to disability throughout the school	Use displays, posters and learning materials to highlight and celebrate differences. Celebrate key events which improve awareness. Invite visitors from local community to talk to staff and pupils in order to improve access for all.	Termly	Increased awareness amongst staff and pupils relating to disability and an improvement in accessibility for all	Equality training for Y6 pupils successfully completed. Whole staff equality training completed. More training arranged for Spring 24.

		Involve local disability groups in school assemblies and visits			
--	--	---	--	--	--

Access to the environment

Aim: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Priority	Strategy/Action	Timescale	Outcomes	Progress /Success Criteria
SHORT TERM					
	Ensure all disabled parking spaces are available and remain clear at all times	Regular reminders to staff and parents to keep disabled bays clear at all times. Staff to keep disabled bays clear at all times and find alternative parking if car park is full. Re-apply markings on a regular basis	Daily	Disabled parking spaces will remain clear at all times. Accessibility will be improved	Completed daily by Site manager
	Ensure all equipment recommended by professionals is used to support the most vulnerable pupils.	Regular checks on equipment and advice and strategies acted on.	Daily	All equipment will be used efficiently to support children's needs	
	Continue to review fire evacuation procedures and ensure all who are vulnerable or have a disability have Personal Emergency Evacuation Plans	Staff meetings set aside to discuss evacuation procedures and any changes which need to be made. Personal Evacuation Plans in place for all children who require them	Ongoing and regularly updated	Personal Evacuation Plans in place with regular reviews to ensure their efficacy Evacuation procedures reviewed regularly and adapted accordingly	Completed Autumn 23
	School is aware of the access needs of disabled pupils	LK to liaise regularly with outside agencies e.g. OT, CAAT LK to create access plans for individual disabled pupils	As required	All staff aware of pupil's needs. Children feel valued and part of the whole school.	Adaptations made as required – recent adaptations include additional frames for toilets, seating steps etc Adaptations for child in wheelchairs, specialist

					equipment (Autumn 23)
	To consider the use of tables & chairs for disabled pupils. E.g. raising of tables if wheelchair users are admitted to the school	Liaise with OT service to ensure tables & chairs are at the correct height for children	As required	Disabled pupils are able to sit at desks with their peers	Specialist chair and table ordered and used to good effect for pupil (September 23)
MEDIUM TERM					
	Ensure that parents of disabled pupils have an allocated parking space	Inform parents of the allocated space & ensure that it is not used inappropriately or blocked by other vehicles.	Ongoing	Access to parking & school building is maximised	Checked daily by site manager.
	Ensure that if wheelchair users are admitted to school that adjustments are made to classroom layout in order to facilitate access	Liaise with OT service, ensure corridors are uncluttered, doors are wide enough etc	As required	Access to parking & school building is maximised Ramps fitted as required	Adjustments for wheelchair in place Autumn 23.
	Further develop the Green Room to support the provision of all children with Special Educational Needs or those who are vulnerable	Further develop resources and furniture within the Green Room to ensure appropriate provision. Request funding from FofE and allocate resourcing to develop the room.	Spring 24	Improved look of and facilities with the room – lighting, colour scheme, blinds, signs/symbols, quiet place Sensory resources	See SEN development plan/nurture base proposal
LONG TERM					
	Investigate the introduction of a Loop/sound enhancement system to benefit those with impaired hearing	Seek quotation re. Loop system to enable staff or pupils with a hearing impairment to access information	Autumn 24	Quotation will be sought and sound enhancement system eventually installed	

Access to written information**Aim: To improve the delivery of information to disabled pupils and their parents/carers**

	Priority	Strategy/Action	Timescale	Outcomes	Progress /Success Criteria
SHORT TERM					
	Continue to develop visual timetabling in classrooms	Promote further use. During learning walks, lesson observations SLT to monitor the use	Daily and monitored regularly	All children know the timetable & are secure about what is happening	All classrooms have a visual timetable
	Improve communication to both parents and pupils via the school website/app/social media	Ensure the school's website is clear, simple and easy to use Provide information relevant to all parents and pupils	Every half term	Increased number of visits to the website All parents and pupils are able to use the website to ascertain information	All teachers update web pages at least half termly Ongoing process Parents/carers offered training opportunities, drop-ins and coffee mornings via the app.
	Ensure that communications with parents are clear and explicit. To value the contributions made by parents and to encourage their participation in their child's education	Parents made aware of the option of coloured paper being used for letters home, Home-School link books used for some pupils, use of plain English, termly reports, parents' evenings twice a year, SEN meetings at least termly and as requested by parents. As much relevant information as possible available on school website. Encourage parents to sign up to the text service	Termly	Improvement of information to disabled pupils and their families	Ongoing review
	Children continue to develop awareness of their access needs and preferred learning styles. E.g. Dyslexic pupils being able to choose to present	Encourage discussion between staff & pupils	Ongoing	Children are able to articulate their access needs	Ongoing review

	written information using mapping techniques etc				
MEDIUM TERM					
	To ensure all staff and children have an awareness of the difficulties faced by EAL children when they first come to school	Work with EMTAS to support EAL pupils in meeting their targets and needs in school Act on advice provided by specialist support to improve access for al pupils with EAL Invite EMTAS to talk about the difficulties in learning a new language Ensure there are posters, greetings, words and phrases around the school to help their transition Offer Interpreter to parents/carers if necessary	When required	All staff and children will be more aware of the difficulties that EAL children face when starting a new school More involvement from EAL parents and EMTAS	EMTAS involved with one pupil to support language and improve learning outcomes (Autumn 23)
	Access and reporting arrangements for end of year tests (particularly end of KS tests) will be reviewed to ensure children with specific learning difficulties are not disadvantaged	LK and CY to check ARA	Feb 24	Children are able to participate to the best of their ability – tests do not present a barrier	Access arrangements in place for tests/assessments from Y3 to Y6 Access arrangements for all tests are in place as 'normal' practice
	Continue to produce a School Offer, SEN Information Report, Information leaflet and relevant information for parents/carers to	Work with parents to ascertain questions to be answered and information required	Annually	Published on school website and updated annually Parents/carers more aware of the provision offered by Emmaus school and other local schools	Completed Sept 23

	access via the website				
	Children with particular difficulties in presenting information are given opportunities to present their work using ICT – this will involve the purchase of further laptops	LK to liaise with ICT co-ordinator.	Reviewed in pupil progress/SEN meetings	Children are given alternative methods of presenting their work	See SEND SDP Further laptops required
	Children with specific learning difficulties will receive opportunities to develop their skills and speed	LK to work with TAs to ensure children are given typing practice	Reviewed in pupil progress/SEN meetings	Children's typing speed improves which will have an impact on the amount of work they are able to produce	Ongoing
LONG TERM					
	Provide information in alternative formats to ensure it is accessible to all parents, carers, pupils and visitors	Ask parents/carers about access needs when a child is admitted to school. Review all letters sent home to check the language is plain and makes sense. Ensure letters etc. are available in alternative formats if necessary e.g. Braille, large print, audio etc.	As required	Whole staff in consultation with relevant agencies All parents/carers receive information in a format they can access	Relevant documentation sent out to parents/carers (Mandarin/Ukrainian). Remains ongoing according to need