

# EMMANUEL COLLEGE

## ACCESSIBILITY PLAN 2021-2022



### 1. College's Duties around Accessibility for Disabled Students

This Accessibility Plan and accompanying action plan forms part of the Disability Equality Scheme and sets out how the College provides equality of opportunity for disabled people.

According to the Act, a disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. The effect must be substantial, long-term and adverse. The Disability Discrimination Act 2001 ("DDA") definition of disability covers physical disabilities, sensory impairments and learning disabilities.

This strategy should be considered alongside the following College policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

The Equality Act (2010) and Reasonable Adjustments for Disabled Pupils (2012) extended the DDA to cover education and the College has key duties and priorities towards disabled students under Part 4 of the DDA:

- Not to treat disabled students less favourably for reasons related to their disability.
- To provide safe access throughout the College for all College users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and students, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the College experience as fully as possible.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To ensure access to education for disabled students.

This plan considers the following areas:

- Regularly evaluate training needs to secure appropriate training for relevant staff and ensuring appropriate classroom organisation.
- Review the physical environment of the College such as ramps and handrails as well as physical aids to ensure all students in college can access education according to their physical needs.
- Continuing to monitor and, where necessary, enhance the environment to meet the needs of all students. All students should have access to all aspects of education offered by the College.
- Liaising with students, parents and external agencies to allow students with visual and hearing needs to access information within a reasonable timeframe according to their preferred means (such as Braille, audio tape, large print and the provision of information orally.)

## 2. Participation in the College Curriculum

- The College SEND policy ensures that staff identify, assess, and arrange suitable provision for students with disabilities and special educational needs. The SENDCO, Student Support Officers and Examinations Manager manage the statutory assessment process, ensuring additional resources are available where appropriate. For those students whose disabilities have not necessitated an Education Health and Care Plan, review meetings and implementation of resources will be assessed on a case-by-case basis.
- The College works closely with specialist services including:
  - Low Incidence Needs Team (including Visual and Hearing Impairment Services)
  - Occupational Therapists and Physiotherapists
  - Speech and Language Therapy

Students and parents are supported in school by:

- Regular reviews of their needs by the Student Support team, including listening to the voice of the Young Person and their families.
- Deployment of LSAs to support students as required.
- Clear pupil profiles to ensure all staff understand students' needs and ability to access the curriculum (such as appropriate colour schemes for use on PowerPoints and printed materials).
- Use of specialist equipment as appropriate, following advice from medical professionals.
- Training to support staff in understanding specific individual needs.
- Teaching staff will plan lessons with consideration of individuals' needs, including understanding the emotional impact of these to build confidence.
- Careful consideration of extra-curricular activities to enable all students to take part (in liaison with the Young person and their parent/carer where appropriate).
- Liaising closely with previous schools and medical teams at the point of transition.
- Making reasonable adjustments to allow students with disabilities to take part in a full range of extra-curricular activities and trips.
- Teaching staff will ensure classrooms and seating plans best meet the needs of students in their classes to promote independence and participation in all lessons.
- Access in and around college is reviewed regularly to meet the needs of all students, including accessible toilets and movement around the building.
- The site will be kept safe and the outside area tended to in order to allow ease of movement in all areas.
- Appropriate staff will be trained on use of EVAC chairs and Pupil Emergency Evacuation Plans.
- Information for parents and carers will be made available in a variety of forms at request and BSL interpreters made available for parental meetings as required at request.

