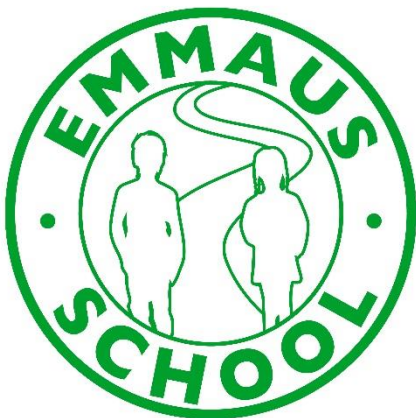


# 3 Year Accessibility Plan



## EMMAUS SCHOOL

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# 3-YEAR ACCESSIBILITY PLAN: 2017-2020

## 1. Introduction

All men and women, being created in the image of God, have inherent and equal dignity and worth.

We believe that this includes the children within the school and therefore Emmaus School is committed to providing a caring community for all its pupils, irrespective of disability.

The Disability Discrimination Act 1995 (DDA) was extended to include education by the Special Educational Needs and Disability Act 2001 (SENDA). In addition, Schedule 10 of the Equality Act 2010 requires schools to have a three year accessibility plan. The Board of Governors of Emmaus School recognises the following duties that this places upon them:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school building more accessible for disabled persons.

The planning duties of the DDA make three requirements of the Governors:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

This plan will be monitored and evaluated by the Governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

## **Access to this Plan**

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the School. This plan will also be made available to any member of staff or applicant for a post at the School who requests it.

## **2. Background**

The School's permanent single-storey building was constructed in the Victorian era and retains many of the original features, particularly relating to access. Entry is through doors opening at ground level, with either one or two steps up to the ground-floor level of the building.

Within the building, the toilets and the science laboratory are at levels below the ground floor by one or two steps. These areas (under their new designated uses) will be raised to give level access, as part of the Phase 2 work described under section 4 below.

There is one 'mobile' classroom. As is usual this is set on jacks or legs with three steps from ground level up to the ground-floor level of the classroom.

## **3. Construction Work**

Phase 1 of the extension, the construction of an additional classroom, was completed in 2008. This has been designed to comply with the requirements of the DDA, with its ground floor at the same level as the existing permanent building.

## **4. Future Construction Work**

Phase 2 of the extension work has also been designed to comply as fully as possible with the DDA requirements and will include ramped access to the front door of the School. Wheelchair access to other areas of the School grounds is via level pathways. All new areas on the ground floor will be at the same level as the existing permanent building.

A new first floor will be constructed to accommodate two new classrooms, and this will be accessible using a lift.

The 'mobile' classroom will be removed as part of this work.

A planning application has recently been submitted for this development.

## **5. Locations/Requirements of Pupils and Teachers**

At the present time there are no pupils or teachers for whom the levels and layout of the School present accessibility problems. Following completion of the Phase 2 extension work, classes will be located, as far as is reasonably possible, to meet the needs of those using the rooms.

## **6. Access to Curriculum**

### Current Situation

At the present time there are no pupils who have significant problems accessing the curriculum. Teachers are aware of which pupils wear glasses for close work or who have minor hearing problems and ensure that pupils are seated in positions that enable them to take part in lessons effectively.

All pupil applications are assessed on an individual basis, taking into account any special needs they may have. Places are only offered when the School is confident that it is possible to provide sufficient staffing, expertise and resources to meet each pupil's needs without compromising the safety of and provision for existing students. The school is committed to improving accessibility to the curriculum for all pupils, as far as is reasonably possible.

## 7. Three-year targets

	Timescale	Objective	What	When	Outcome	Completed
1	Year 1 (2017-18)	To ensure all teachers are following SEN policy in the light of current needs.	All teachers need to ensure that they are using appropriate visual learning tools/colours.	Ongoing	Continual training of staff in order to remove all barriers to learning.	
2	Year 1 (2017-18)	To improve resources for pupils with dyspraxia	Audit existing resources to identify gaps	By July 2016.	Children with dyspraxia have improved range of resources to improve access to the curriculum.	
4	Year 2 (2018-19)	To improve access to school buildings	disabled toilet, lift to first floor, ramp to main entrance	Subject to funds	Extension completed	
5	Year 2 (2018 -19)	Training for staff on differentiating the needs of the children with impairments.	Head Teacher to investigate what areas of training are required.	Investigation commencing January 2017	All personnel are trained in the relevant areas.	
6	Year 2 (2018-19)	To review and, if necessary, update the Accessibility Plan on an annual basis.	Governors to review the plan in the light of current circumstances of the School.	First review due January 2017	Plan reviewed and, where necessary, updated.	
7	Year 3 (2019-20)	To become a dyslexia friendly school	Headteacher to investigate what areas of training are required	Commencing September 2017	Dyslexic children have improved access to curriculum	
8	Year 3 (2019-20)	To improve identification and provision for pupils with dyspraxia	Liaise with experts to seek advice and guidance.	Commencing September 2017	Pupils with dyspraxia have increased access to curriculum	