

The Nottingham Emmanuel School Accessibility Plan 2021-2023

	Aim	Actions	Timescale	
1. Physical Access	Improve general access for students/parents who have additional accessibility needs.	Ensure all staff are aware of student's needs through IEPs. Ensure students are supported with appropriate equipment and physical support, through relevant training of sufficient numbers of support staff.	Systems in place and working. Reviewed annually.	
		Ensure that parents who have accessibility requirements are supported with accessible meeting rooms and where appropriate, hearing loops.	Systems in place and working. Reviewed annually.	
	Improve access to toilet, changing and physio facilities within Learning Support.	Work with the local authority to install a wash and dry toilet and new hoist to support the needs of several students with accessibility needs identified on their EHCP.	Summer 2021	
		Review access and allocation of space for physio equipment and treatment space within Learning Support.	Summer 2022	
	Students and parents in need of disabled parking bays always have access when necessary.	Continue to monitor disabled parking bays. Parking passes to be given to parents of qualifying students.	Spaces reserved in the car park. Gate monitored by reception and staff on duty.	
		Renew parking signage and passes.	Summer 2021	
	Sensory room is maintained and used.	Room is serviced periodically and developments to systems are researched and implemented to make the room uses more appropriate and relevant. Equipment needs an update.	Summer 2022	
	All students with additional accessibility needs and associated staff are safe and confident in the event of an evacuation.	Written procedures are clear, accessible and reviewed. Staff and students are given appropriate training and practice to be confident about procedures. Responsible staff to receive Evac Chair training.	Ongoing: will need to be reviewed to ensure that it applies to any incoming student with additional accessibility needs.	
	2. Curriculum Access	Whole class activities are differentiated with reasonable adjustments to	QA Audit carried out through learning walks, student voice and staff feedback.	Summer 2021

	ensure accessibility to the curriculum.	Outcome of audit contributing to training of teaching and support staff. TS5 focus is a school priority in 2020/21	
		TS5 SEND focus is a school priority in 2021/22 building on the previous years CPD and in response to OFSTED feedback.	Summer 2022
	Improvement in classroom management and deployment of support staff.	Provision map developed to clearly identify how Learning Support staff are deployed in accordance to funding and SEND register.	Spring 2021
		All department to receive training, supporting them in addressing their responsibilities in managing support staff and how to deploy them effectively in the classroom. TA deployment profile to be developed by SENDCo and shared with teaching staff.	Autumn 2021
	The Foundation Pathway developed for specific SEND students to be fully evaluated and impact measured.	Foundation pathway at KS4 to be mapped out and staffed utilising teaching staff. Progress of students on this pathway to be closely monitored and evaluated at each data checkpoint. PSHE lessons must align to the PSHE curriculum map.	Autumn 2021