



Accessibility Policy

Parneet Kang
Principal

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Chair of Trustees

REVIWED: Aug 25 – Parneet Kang

Aims

The Emscote School has high ambitions for all its students and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. This plan is to ensure that our school offers access to the curriculum for students that may have a special need and/or disability and continues to work towards increasing the accessibility of provision for all students, staff, and visitors. To ensure the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years requirements are met, along with the requirements of schedule 10 of the Equality Act 2010 and the Department of Education guidance for schools on the Equality Act 2010.

The policy will be reviewed every three years by the board of Trustees.

Introduction

The Equality Act 2010 replaced all previous equality legislation, including the Disability Discrimination Act. It provides a unified framework of discrimination law, requiring schools to make "reasonable adjustments" for individuals with disabilities (paragraph 4.13).

This Accessibility Plan aligns with the Equality Act 2010 and the Children and Families Act 2014, Part 3, including the SEND Code of Practice (2014). It outlines how The Emscote School will:

- Increase participation of disabled pupils in the curriculum
- Improve the physical environment to enhance access
- Enhance the accessibility of information for disabled pupils

The school acknowledges its duty to take reasonable steps to avoid disadvantaging pupils with disabilities and to provide auxiliary aids/services where needed.

Definitions

A person is defined as disabled under the Equality Act 2010 if they have a physical or mental impairment with a 'substantial' and 'long-term' negative effect on normal daily activities (lasting more than 12 months).

Aims of the Plan

Our school's ethos ensures that:

- All pupils achieve their full potential
- The Emscote School is fully inclusive, welcoming all pupils regardless of race, ability, language, or culture
- We maintain high aspirations for pupils with disabilities
- Every pupil can access the full breadth of educational opportunities and experiences

Purpose and Direction

The National Curriculum (2014) is a core entitlement. Staff must adapt teaching plans to meet all pupils' needs. All pupils are encouraged to take part in enrichment activities that extend beyond the curriculum.

Vision priorities include:

- Providing ongoing training for staff, including induction training
- Planning reasonable adjustments to the curriculum and school environment
- Referencing accessibility in pupil induction/transition processes
- Using person-centred approaches when planning support for pupils with disabilities

School Context

The Emscote School serves a diverse population within Warwickshire. We welcome pupils from a range of cultural, linguistic, and socio-economic backgrounds. Pupils with SEND or disabilities may have needs in the following areas:

- Cognition and Learning
- Sensory and Physical
- Communication and Interaction
- Social, Emotional, and Mental Health (SEMH)

We maintain close collaboration with families and external agencies to ensure that support is effective, timely, and inclusive.

For additional information, see our SEND Policy, Local Offer, and SEND Information Report.

1. Increasing the Extent to Which Disabled Pupils Can Participate in the Curriculum

Action	Lead	Involved	Outcome
Termly person-centred reviews for pupils with SEND	SENDCo	Teachers, TAs, Parents, External Agencies	Adjustments made to provision via updated Pupil Profiles
Use EHCP objectives as working documents	SENDCo	Teachers, TAs	Personalised learning embedded in practice
Ensure full access to enrichment activities for pupils with disabilities	SENDCo	All staff	Equal participation in extracurriculars
Provide social, speech, and communication	Headteacher & SENDCo	All Staff	Improved peer interaction and communication skills

support with staff training			
Use Warwickshire SLCN toolkit & run social skills workshops	SENDCo	Trained Staff	Pupils gain improved life and social skills
Deliver CPD for staff on disability-related needs	SENDCo	All Staff	Inclusive teaching practices and improved learning outcomes

2. Improving the Environment to Increase Access to Education and Services

Action	Lead	Involved	Outcome
Submit annual funding bids for access improvements	Headteacher & SENDCo	SLT	Enhanced physical access to school and grounds
Staff training on manual handling and medical needs	Headteacher & SENDCo	All Staff	Safe, supportive learning environment aligned with safeguarding

3. Improving the Availability of Accessible Information

Action	Lead	Involved	Outcome
Update SEND section on school website	Headteacher & SENDCo	SLT	Up-to-date resources and links for families
Promote communication with families via various forums	SENDCo	Teachers, TAs	Strong school-home collaboration and shared decision-making