

Accessibility Policy



Reviewed: February 2025
Next review: February 2028

The Christian Ethos of Immanuel College

Immanuel means 'God with us'

We believe at Immanuel that we are 'All God's Children'. This belief is the basis of our desire to provide a learning and enabling environment for all where, in particular, we will be proactive in identifying, challenging and overcoming the barriers to learning.

Aims of Policy

This policy will aim for a number of outcomes;

- It will explain what Accessibility in our school means to us.
- It will explain how we go about identifying the barriers to learning.
- It will explain how we intend to overcome such barriers and seek to provide an enabling and learning environment.
- It will show how we intend to be a fully inclusive school of learning where students' needs are treated individually.

Policy Statement

Immanuel College believes that everybody has the ability and the right to learn and to develop and contribute to school and local community life.

We treat everybody as individuals and understand that everybody's needs are different and that it is this variety of difference that makes our school unique in quality and richness.

It is our belief that everybody has valuable contributions to make, and we will work together and with parents, carers and partners across a variety of sectors to achieve our aims.

Together we will aim to do everything possible to enable every student to achieve their goals and realise their aspirations. We will do this in a way that controls and measures risk in a stimulating environment that enables each person to contribute as fully as possible to school life and take away a rich and positive experience into adulthood.

- We will work to understand what our statutory duties are in relation to Accessibility.
- We will work with parents, carers to identify any barriers to learning.
- We will work with parents, carers and partners across a variety of sectors to break down the barriers and identify and manage any associated risks.
- We will ensure that good and effective communication channels are in place to ensure that we are effective in managing all known situations.

How we will identify barriers

We recognise that barriers to learning show themselves in many different ways, they may be in the form of physical or learning difficulty or disability, audio or visual impairment or language barrier or difficulties relating to mental health and well-being. Less obvious are the physical health problems which may be chronic and long term or acute in their onset.

Immanuel College may recognise or raise a concern in relation to the needs of our students however we feel that is the responsibility of the parents and/or carers to raise and/or make

the school aware of known conditions or issues that might impact on or be a barrier to learning.

In addition, we will ensure that accessibility is mentioned in our prospectus and any related communications, and we will have a range of staff, including the Pastoral Deputy Head Teacher and SENCO who will take the lead in ensuring accessibility for all.

How we will attempt to overcome the barriers

1. We will work in partnership with parents, carers and other identified partner agencies.
2. We will ask parents and carers on a regular basis about current conditions or circumstances or change in condition or circumstances that might impact on learning.
3. We will convene a meeting in school or remotely to look at the circumstances or condition or change in circumstances or condition.
4. We will agree an individual action plan (see appendix "C" as a guide) that will aim to overcome the identified barriers to learning that may include some /all of the following;
 - Ensure that students are treated as individuals.
 - Identify a named person as direct contact person
 - Convene a meeting in school or remotely with the parents, carers and identified partner agencies to attempt to reach a view on what the barriers are to learning and a consensus on how we get over them. This may include:
 - Overview of the condition and its impact on the individual
 - What things needs to change/be adapted /business needs
 - Agreed communication channel
 - What to do in an emergency
 - Risk assessment
 - Date for review

Immanuel College intends, as far as possible, to be as fully an inclusive place of learning (see appendix A) and to that end we will create a benchmark against which our commitment to accessibility will be set through:

- Physical access
- Website
- Communications
- Teaching and learning (incl. curriculum access)
- Working with partner agencies

Periodically we will assess the effectiveness of this policy and ensure that any necessary changes are made, being creative in our attempt to overcome barriers whilst recognising the business constraints. We will identify a mechanism for reporting back to the governing body on a regular basis the effectiveness of this policy.

Appendix “A”

Immanuel College Accessibility

Current position

The school, built in 2000, has good accessibility for students and staff.

The building has integrated the needs of physically disabled people through its design e.g.

- 2 disabled parking spaces outside and adjacent to the front entrance
- Exterior lighting
- Audio entrance system
- Level access throughout the building with extra wide doors and corridors
- 4 lifts in the building which can provide assisted access to all floors
- disabled toilet and shower facilities throughout

The school has an enthusiastic refurbishment strategy which sees our Governing Body identifying and prioritising needs within funding availability in a way that is cross cutting and inclusive to all.

The recent school Expansion which has recently opened during the Autumn term 2020 also takes full account of the needs of physically disabled people within its design.

Plans for the future

To underpin the Accessibility Policy the school has an accessibility plan identifying a number of ongoing target areas (Appendix “B”)

- Environmental
- Communication
- Teaching and Learning (incl. curriculum access)
- Working with other agencies

This plan is used to identify and measure generic accessibility issues.

In addition to this, individual accessibility action plans (Appendix “C as a guide) are developed for particular students presenting with difficulties and or barriers to learning. These action plans are used to identify solutions and agree expected outcomes and any support needed to overcome them. Any needs that are identified in the action plans are dealt with as soon as possible by all partners giving due regard to business needs and availability of funding.

Appendix B

Target area	Action required	Progress	Outcomes / Measure	Owner
Environmental	Raise awareness through student intake /expressions of interest	Evidence of accessibility policy in prospectus & Communications to parents/carers	school becomes fully inclusive with ongoing monitoring/evaluation, undertake audits and report on findings to Governors.	SLT responsible for community & welfare & SENCo
	To respond to identified needs for aids, adaptations and related service requirements	Identified by individual needs / requirements.	Source funding options / monitor applications, audit & report back to governors	SLT responsible for community & welfare & SENCo & partner Agencies
Communication	Continuous review of current information and format going out to students / parents.	Identify and improve written forms, i.e. newsletters, communication to parents/carers/website	All communication sent out is accessible, is in plain English (Chrystal mark) / undertake audits / questionnaire students/parents/carers	SLT
	Further develop strategies to support communication of key information to disabled students and their parents.	Regular opportunity to meet with SENCO / pastoral SLT, particularly at important transition points such as KS3-4 pathways transition	All students and their parents feel supported and informed; parent voice. Appropriate actions/decisions are taken as a result of effective communication	SENCo, SLT for community & welfare
	Policies to be meaningful appropriate and aligned. Bring together key people /specialists in the field to review policies and associated materials.	Ongoing programme of policy reviews through appropriate sub groups and specialist input (for e.g. SENCo) which are circulated to committees, H&S staff / trade union reps for comments and feedback.	All stakeholders become fully engaged. Policies are reviewed and appropriate to need / To create a policy matrix / Effectiveness of policies become evident.	Gov Body

Teaching & learning (incl. access to curriculum)	Create & agree individual accessibility plans as required to meet physical / emotional need.	Individual plans drafted and agreed by all parties	Individual plans in place to allow students to access curriculum	SLT responsible for community & welfare & SENCo
	Create and implement individualised strategies to meet identified need as required	SENCO maintaining up to date SEN register detailing a range of teaching strategies that work for individual students; communicated regularly with teaching staff.	Students' with physical / emotional disabilities able to participate in the school's curriculum alongside peers	SLT responsible for Teaching & Learning
	Culture and ethics of school to promote inclusivity	Continue to strengthen school ethos/philosophy	Observed and measured through student and staff conduct and attitudes	SH/All
	Continued CPD/training and raising awareness where needs identified	SENCO proactive in prioritising training/CPD (ie through training in areas such as autism awareness).	Key staff to have training / greater understanding of needs which will in turn ensure appropriate and effective responses.	SLT responsible for community & welfare & SENCo
	Continue to seek and offer a wide range of courses / subjects to cater to different needs & abilities	Ongoing yearly review of curriculum to identify new opportunities/courses available	Range of courses / subjects ensures opportunities for students regardless of ability or need	SLT responsible for curriculum / Teaching & Learning
Working with partner agencies	Ongoing practice of working with partner agencies	SENCo to continue to maintain effective relationships with partner agencies and contact as needed to utilise support available	Meetings and timely communication take place. All partner agencies consulted as and when necessary	SLT responsible for community & welfare & SENCo

Appendix C

Individual Accessibility Action Plan for:

Name:

Yr:

Date.....

Purpose of this meeting:

1. To work in partnership with parents, carers and other agencies to discuss the current conditions / circumstances / change in condition that impact on or are a barrier to learning.
2. To agree an action plan that aims to overcome identified barriers to learning. We will do this by treating the student as an individual.
3. Attempt to identify the barriers and agree with an identified contact person some reasonable outcomes.

To help with these parents/carers/partners will need to tell us;

What is the condition/circumstance?
What is the impact on the student
How will it affect learning?
What things might need to change / be adapted / business needs
Agreed communication channel (telephone, e-mail, letter)/contact person
Action needed in an emergency
Identified risks

Agreed outcomes:

Parents/carers	
Student	
Partners	
On behalf of school	

Review date annually/term time/change in circumstance/condition.....

Copy: parent/carer. Student, Partners