



EDUCATION MY LIFE MATTERS

Accessibility Policy and Plan

Approved by: Independent Executive Board	Date: 15.05.23
Last reviewed on: October 2020	
Next review due by: April 2024	

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The Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. EMLM is accountable for ensuring the implementation, review and reporting of this policy and plan and the progress towards meeting the plan is reported to the Board Members on a regular basis.

1. We, at EMLM are committed to providing an accessible environment, which values and includes all learners, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. An Accessibility Plan will be drawn up to cover a three-year period. However, the plan will be reviewed and updated annually.
3. The Accessibility Plan will contain relevant actions to:
 - Continue to improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of EMLM and physical aids to access education
 - Access to the curriculum for learners with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that learners with a disability are as equally prepared for life as are the able-bodied learners. This covers teaching and learning and the wider curriculum of EMLM, such as participation in leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist the learners in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of written information to learners, parents, staff and visitors with disabilities. Examples may include hand-outs, timetables, textbooks and information about the school and its events. The information will be made available in various preferred formats within a reasonable time frame.

Accessibility Plan 2023-2025

Objective	Action	Timescale	Responsibility	Success Criteria	Progress/updates	Monitoring Method
Ensure all pupils are evacuated without any barriers	Continue to ensure Emergency Evacuation Plans for all children are in place. Regular reminders at briefing and on Its learning with regards to staff responsibilities Check and ensure visual resources are in place where necessary	As & when required	H&S Officer Assistant Head Teacher	Learners are safely evacuated in a timely manner	Ensure that this is fully covered as part of induction for new staff	H&S checks by: Health & Safety Officer, Assistant Head Teacher, External Consult, Link Board Member Regular staff briefing & updates by Assistant Headteacher
Courtyard area is conducive to peaceful, calm area	Regular weeding to take place Bins to be cordoned off in one section Purchase bench and plant pots for seating area	Sept 2023	Assistant Head Teacher, Proprietor	Learners have a tranquil, peaceful space to relax	Discussion with Landlord Price quotes for bench and plant pots	H&S checks of premises By: Health & Safety Officer, Assistant Head Teacher
Reduce sun glare on computers and smart board	To find competitive prices for blinds for main teaching room and office area	January 2024	Assistant Head Teacher, Proprietor	Reduce sun glare so both Learners and staff can access learning and information on all screens effectively throughout the year	WF & EH to discuss and plan programme of works for blinds or another viable alternative	H&S checks by: Health & Safety Officer, Assistant Head Teacher, External Consultant
Continually improve staff awareness of SEND and CLA learner profiles	Increased modelling in class to provide a range of strategies and resources. Planning to be tailored to show clearer progression and differentiation. Intervention training	Ongoing milestones on SIP	Class Teachers, Learning Mentors, Leadership Team	All staff aware of various issues surrounding SEND/LAC learners. Support provided is appropriate for their needs. Increased school	Planning shared by Leadership Team WF model range of strategies WF model use of high-quality resources in all subjects	Book studies, Learning walks, Assessments, Pupil study, QA by Leadership

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				awareness of SEND/LAC issues and its effects.		
Classrooms are optimally organised to promote the participation and independence of all learners and to ensure that the needs of all learners are met.	Review and implement layout of furniture and equipment to support the learning process in each room. Use of visual timetables and visual resources Provision of aspirational vocabulary in all subjects. Updates given at weekly briefings	Ongoing	Class teacher, Learning Mentors, Leadership Team	Learners are able use a range of resources to support to their learning. Increased understanding amongst staff of how to support Learners with particular needs.	INSET delivered to address needs of Learners Visual resources shared and used regularly.	Book studies, Learning walks, Assessments, Pupil study, QA by Leadership
To further improve the use of proven pedagogical approaches alongside teacher subject knowledge to ensure progress in all subjects	Weekly meeting for support staff to share information about learners, training opportunities during the meetings, as well as occasional inset days. Regular SEN/Behaviour Quality Assurance checks to identify good practice and look for ways to improve.	Ongoing milestones on SIP		Staff are better equipped and feel confident to deal with the range of needs. Retrieval practice and spaced learning evident in planning and provision. Learners are making progress towards EHC outcomes. Responsive and adaptive curriculum and planning in place		Learner interviews. Book scrutiny Learning walks SEN Reviews