



EMERGE SCHOOL

Accessibility Plan 2025 - 2026

☀️ Our Vision: *A culture rooted in safety, where people feel seen, heard, included, and connected through authentic relationships.*

🎯 Our Mission: *To create a safe and nurturing environment where everyone feels a sense of belonging, is empowered in their growth and learning, and is encouraged to embrace who they are and who they aspire to become.*

💖 Our Values: *At Emerge School, our values are the foundation of who we are, how we work, and what we believe in. They shape how we support young people and how we support each other.*

We are proud to uphold these four core values:



Voice: *empowering every voice to speak, shape and be heard*



Connection: *rooted in relationships, thriving through authenticity*



Growth: *evolving with purpose, innovating with heart*



Inclusion: *where every story begins, and every person matters*

Excel & Emerge Care was created to give children and young people with complex needs a safe, supportive place to grow and heal. Through residential care, education, and therapeutic support, we build stability, trust, and a future where children and young people can truly flourish.

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1. AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are uncompromising in holding children at the centre of everything we do and it is our ambition to ensure ALL of our children reach their full potential.

We will constantly challenge ourselves, take risks and innovate to ensure our curriculum is broad, balanced, challenging and linked to our children's interests.

All staff lead by example, we recognise and value diversity, respecting everyone for who they are.

Our staff ensure everyone can take part and everyone has the opportunity to be all they can be.

We do not tolerate any prejudice.

All staff share our commitment to improvement, and we have a commitment to develop all staff through induction, empowerment and supported delegation.

Our Appraisal systems challenge and support teachers' improvement so that teaching is highly effective.

Everyone matters and everyone is special within our school, and we welcome both internal and external challenge and feedback because we are committed to using our resources most effectively to achieve the best standards possible.

Emerge online school aims to provide a fully accessible curriculum for all its pupils. The majority of pupils at Emerge will have some form of disability relating to learning, emotional and behavioural difficulties. We have an approach which embraces elements of the education, care and therapy aspects of Emerge, allowing us to provide access to a wide range of academic, social and personal curriculum. We aim to increase physical and cognitive access to all areas of schooling.

The school has set the following priorities-

1. to continually develop an active, inclusive approach to curriculum delivery
2. to increase the quality of the teaching and learning giving our pupils the best chance of success after school

Most pupils coming to us at Emerge will come with an EHCP. From this information and information gathered during initial assessments, we will formulate an Individual Education Program. We therefore have an effective system of knowing the pupil's abilities and limitations and addressing them through a specialised curriculum. Each pupil will have their progress and needs reviewed regularly from an education and therapeutic perspective. This information will be collaborated and developed into a package which best suits the individual's needs. We have a high level of staff to pupil ratio which may include enhanced support to meet the needs of the individual pupil and their physical or cognitive ability. Any physical disabilities which may exclude the individual from any aspect of life at Emerge School will be identified and addressed as a priority.

Emerge has a commitment and will take responsibility for any physical changes to the school environment that may be needed upon the referral and admission of a pupil with a physical disability.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. LEGISLATION AND GUIDANCE

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils including those with a disability. Where progress is not evident, adaptations and adjustments are made in line with the 'plan, do, review' approach and in consultation with parents.</p> <p>Our school offers a differentiated curriculum for all pupils. Target are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>The school works closely with parents/carers, external agencies and other schools to meet the needs of the children where appropriate.</p>	<p>Curriculum is reviewed to ensure delivery of formal and informal educational opportunities.</p> <p>Informal opportunities may include off-site activities.</p> <p>Ensuring pupils make good progress towards outcomes as highlighted in EHCPs.</p>	<p>Curriculum policy to be reviewed to allow access to curriculum for all pupils.</p> <p>Monitoring of provision, via provision mapping and drop in monitoring and coaching sessions.</p> <p>To ensure access to on-line learning programmes through IPADs, laptops etc. to support pupils' differentiated learning needs.</p>	<p>Headteacher</p> <p>Deputy Head Teacher</p>	<p>Ongoing</p>	<p>Suitable curriculum in place that all pupils will be accessing. All pupils will have access to a broader differentiated curriculum via online platforms.</p> <p>CPD provision map tailored to all staff needs from their starting point in place.</p> <p>Staff feel confident in meeting the needs of all pupils and specific needs of pupils are met and supported.</p> <p>Planning shows a differentiated approach and adaptations to enable all Pupils with SEND needs to access the curriculum.</p> <p>Personalised plans show adaptations made to support individual pupils.</p> <p>SEND pupils will make expected progress.</p> <p>Pupils will have access to appropriate resources that will support their SEND needs.</p>
Improve and maintain access to the physical environment	<p>The school environment is adapted from an old Victorian building to meet the educational needs of pupils. This includes:</p> <ul style="list-style-type: none"> • Disabled toilet • Small access ramp (to be sourced) for 	<p>To ensure that access to the school grounds and building is accessible and clearly sign posted - the building can be accessed on the first floor.</p>	<p>The ground floor may need a portable ramp for slight step into.</p> <p>To obtain visual resources to</p>	<p>Head Teacher</p> <p>Deputy Head Teacher</p> <p>Health and Safety Officer</p>	<p>Ongoing</p>	<p>Reasonable attempts to enable access to the curriculum across the site.</p> <p>Improved independent access to the</p>

	<p>entrance into the building</p> <p>There are limitations to the second floor of the building due to restrictions in the initial purpose of the building. We may work on a further plan to move classes around (if such a need arises) so that pupils can access learning in the same classroom environments.</p>	<p>To ensure the learning environment is suitable to meet the increasing needs of children with Social, Emotional and Mental Health needs.</p> <p>To ensure that the learning environment is suitable to meet the needs of pupils with sensory impairments</p>	<p>ensure access is clearly signposted</p> <p>Consistency from staff within the environment to promote positivity and a culture of 'Above and Beyond'</p> <p>Behaviour policy review- support from Paul Dix including 1 Page Profile Staff reading – When the Adults Change, Everything Changes.</p> <p>Consultation with the wider community, staff, parents/carers, pupils and directors.</p>	<p>All staff</p>		<p>school grounds for those with a disability.</p> <p>Children feel safe at school and know how to respond appropriately to the emotions they are feeling.</p> <p>Behaviour policy consistently implemented.</p> <p>Reduced recorded behaviour incidents</p> <p>Ongoing review and adaptations of policy to ensure success.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>For pupils, this includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Use of colour documentation • Pictorial or symbolic representations • Use of ICT • SALT interventions • Pupil Handbook • Student Council <p>For parents/ carers/ external agencies:</p> <ul style="list-style-type: none"> • Email • Telephone • Online –website • Induction process • Class Dojo 	<p>Staff training</p> <p>All staff to be aware of specific pupil communication needs</p> <p>Half termly audits of communication methods across the environment</p> <p>Signage to be monitored</p> <p>To develop effective channels of communication for parents/ carers/ social workers and all agencies involved with LAC/ TAC.</p>	<p>All parents/ carers of all pupils to be set up on Class Dojo - Monitor parent engagement through Class Dojo</p> <p>Continue to develop resources for pupils with a disability.</p> <p>To ensure the SEND report is parent friendly.</p> <p>To develop pictorial communications to home.</p> <p>Parent and pupil questionnaires to be made available</p>	<p>All staff</p> <p>All staff</p> <p>SEN Lead</p> <p>Head Teacher</p> <p>Deputy Head Teacher</p>	<p>Ongoing</p>	<p>Environment will be signposted and staff are made aware of individual needs of pupils</p> <p>Children are able to access information and resources.</p> <p>Improved communication, attendance and learning through delivery of information.</p> <p>SEND report is accessible to a wider audience.</p> <p>Information to parents/carers is clear</p>
<p>To interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities</p>	<p>As per Emerge Equality Policy & Guidance</p>	<p>Ensure that we are compliant with policies and procedures</p>	<p>Reviewed annually</p>	<p>Head Teacher</p> <p>Deputy Head Teacher</p> <p>Responsible Individual</p>	<p>Ongoing</p>	<p>All recruitment processes are followed using Emerge policy and guidance and in conjunction with the Equality Act 2010</p>

If the needs of the employee change during the period of their employment at Emerge, we will make all reasonable adjustments to keep the employee in employment	Compliance with all relevant policies and procedures	To support staff in line with policies and procedures	Possible actions: -Meeting with Line Manager to discuss needs of employee -Take reasonable steps to adjust the working environment to support these needs.	Head Teacher Responsible Individual	Ongoing	Where possible, employee will remain in employment
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4. MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

5. LINKS WITH OTHER POLICIES

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equal Opportunities Policy
- Special educational needs (SEN) information report
- First Aid and Medical Policy
- Safeguarding and Child Protection Policy
- Positive behaviour Policy
- Positive Mental Health and Emotional Well-being Policy
- Safer Recruitment Policy

6. APPENDIX 1 – Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	4 – ground floor, first floor, second floor, basement	Ensure access is free of clutter and that space is free of hazards	All staff	In place (ongoing)
Corridor Access	1 st and 2 nd floors	Ensure access is free of clutter and that space is free of hazards	All staff	In place (ongoing)
Lifts	N/A			
Parking bays	1 disabled parking space available	Local council is proposing to create a public car park within a short distance of the school with additional parking for wheelchair users 10 parking spaces obtained offsite at local business	N/A	Discussions – TBC 04/09/2023
Entrances	4 – All entrances are accessible via ramps or flat surface	N/A	Health and Safety Officer	In Place
Ramps	3 – 1 for main entrance, 1 leading to/ from library external door and 1 leading to/ from Sycamore class external door	Explore portable ramp for slight step to/ from Birch class door	Health and Safety Officer	If/ when necessary
Toilets	Disabled access on ground floor	Access created through gated area at the side of the building	Headteacher	In place
Reception area	Accessible to wheelchair users	N/A	Headteacher	In place
Internal Signage	Signs in place	N/A	Headteacher Health and Safety Officer	In place Health and Safety audit completed – Aug 2022 Aug 2023 Aug 2024 Aug 2025
Emergency escape routes	Fire Evacuation Plan in place Signs posted around building Exit routes External Fire Escape	Weekly testing of systems Termly fire drill	Headteacher Health and Safety Officer	Weekly (ongoing) Fire Risk Assessment audit completed - Aug 2022 Aug 2023 Aug 2024 Aug 2025

APPENDIX 2 - Template for Personal Emergency Evacuation Plan

Personal Emergency Evacuation Plan (PEEP)

To be completed by the Class Teacher or delegated person(s).

PERSONAL EMERGENCY EVACUATION PLAN	
NAME	
CLASS	
CLASSROOM AND FLOOR	
AWARENESS OF PROCEDURE	
CHILD is informed of a fire evacuation by: (please tick ✓ relevant box)	
existing alarm system	<input type="checkbox"/> visual alarm system <input type="checkbox"/>
pager device	<input type="checkbox"/> Other (please specify) <input type="checkbox"/>
DESIGNATED ASSISTANCE	
The following have been designated to give assistance to get out of the building in an emergency	
Name:	
Name:	
Name:	
ACTIONS TO BE TAKEN TO SUPPORT CHILD TO EVACUATE:	
<ul style="list-style-type: none"> Staff to notify CHILD NAME in the event of a fire. Staff to guide CHILD NAME to the best exit in the event of a fire. Staff to ensure CHILD follows the fire drill procedure which means all staff and CHILD to evacuate the building and go to the fire safety point CHILD NAME will complete the periodic fire drills we have in school. CHILD will be given prompts from staff and informing that the fire is not just a scheduled drill. 	

- If needed staff to encourage verbally and when life threatening physically help **CHILD** to evacuate the building.
- **CHILD** will be encouraged to use any equipment provided to help such as a fire blanket. Depending on where the fire is located and safe exits staff to verbally and physically encourage **CHILD** to get as low as possible.
- **CHILD** should be supervised at all times whilst at the Fire Evacuation point due to ensure s/he does not go near the building

EQUIPMENT PROVIDED (including means of communication)

At the school we have

- Fire alarm
- Fire extinguishers
- Fire door
- Fire blankets.
- Emergency lighting throughout the building
- Fire Exit signs to give guidance to fire escapes

PERSONALISED EVACUATION PROCEDURE (A step by step account beginning with the first alarm)

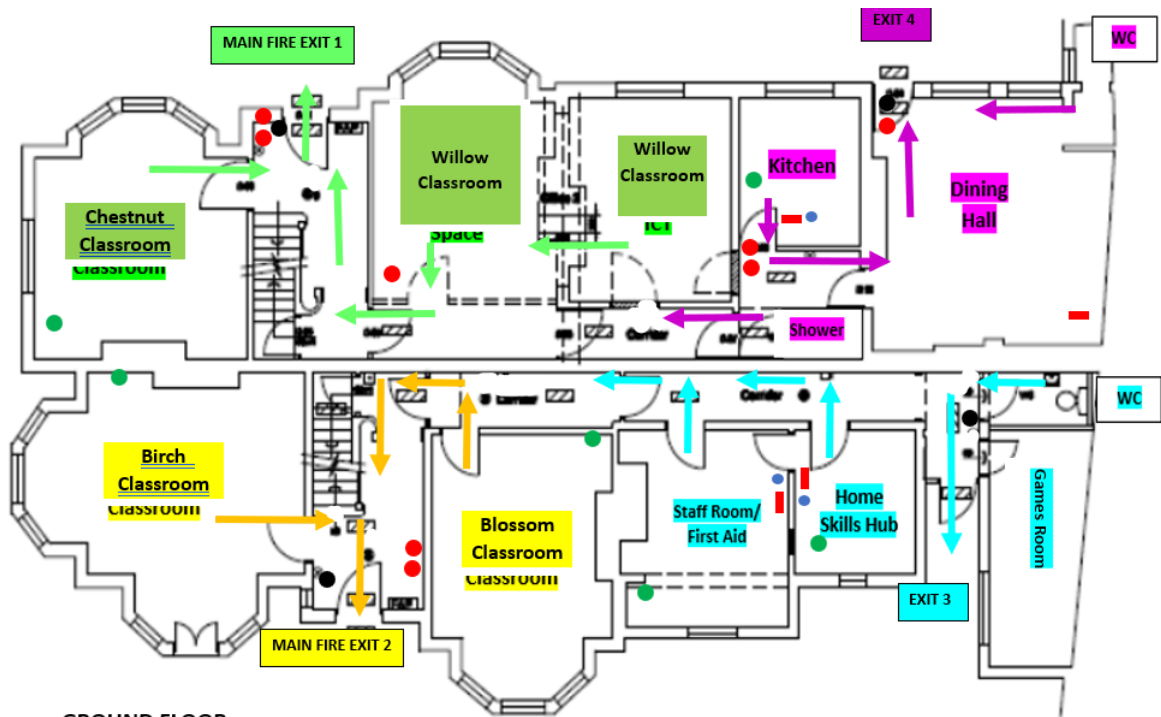
1	CHILD to leave his/her classroom, or communal area he/she is in, either by themselves or with the aid of staff.
2	Staff to evacuate the building with CHILD
3	Staff and CHILD to gather at the fire assembly point located across the road by the cemetery wall.
4	Staff to support CHILD and keep him/ her safe until the fire has been attended to by the fire brigade.

MONITORING AND REVIEW – TO BE REVIEWED EVERY 6 MONTHS OR BEFORE IF REQUIRED

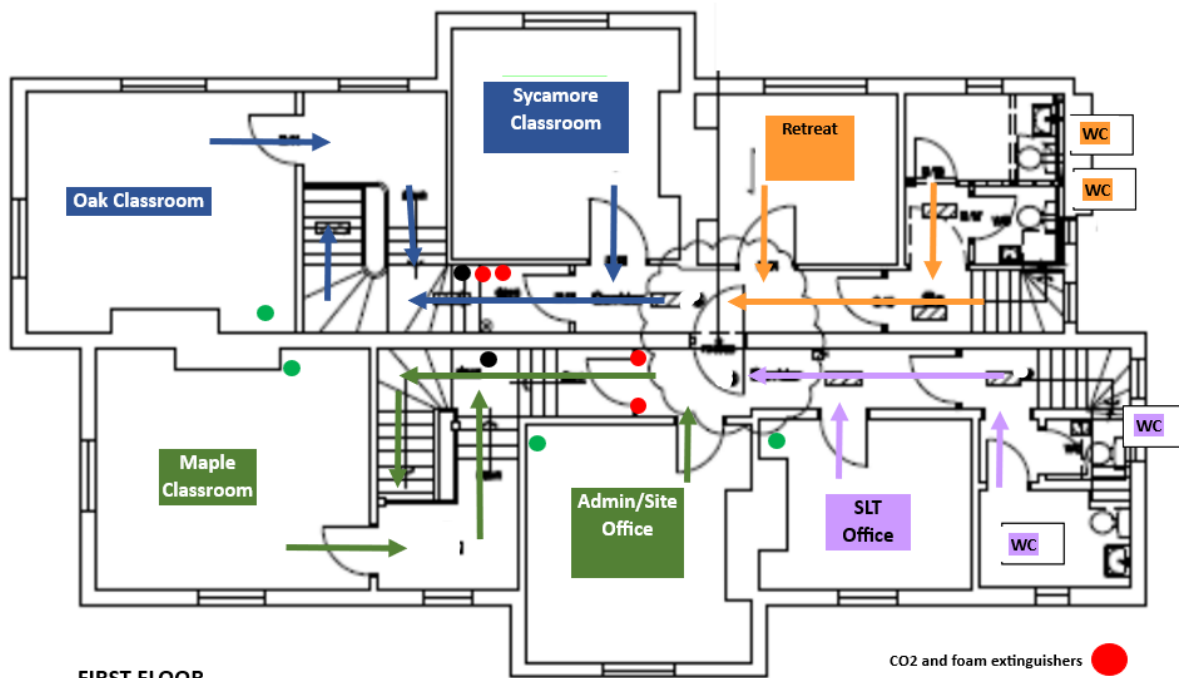
During routine fire alarm tests, monitor the effectiveness of this procedure and amend if required

Date Created:		Review Due:	1/3/6/12 Months
Name of Class Teacher:		Class Teacher Signature:	
Review Date:		Amendments:	YES/NO
Name of Reviewer:		Senior Leader Signature:	

APPENDIX 3 – Fire Evacuation Plan



GROUND FLOOR

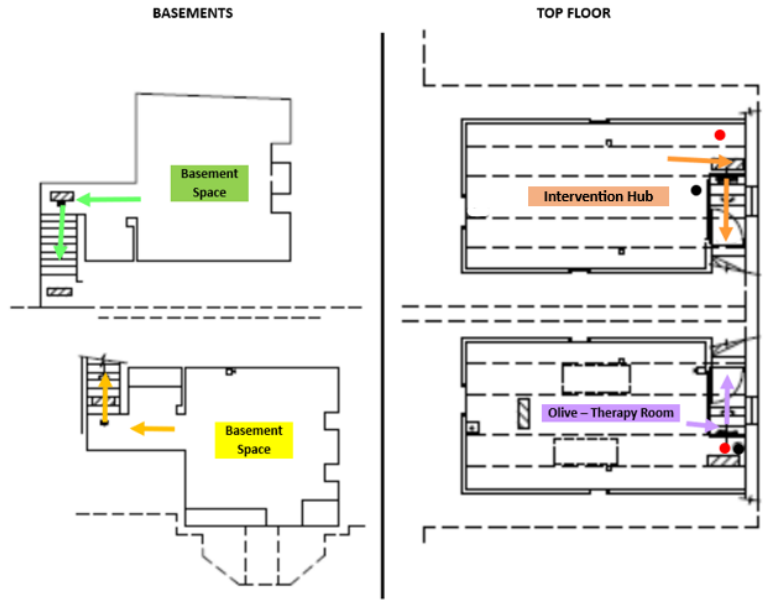


FIRST FLOOR

Fire Marshall Zones:

FS/CB ■ MK ■ AE ■ ER ■ AD ■ DM/YS ■ JC/KC ■ AG ■

- CO2 and foam extinguishers ● (Red)
- Powder extinguishers ● (Blue)
- Fire Blankets — (Red)
- First Aid Kits ● (Green)
- Call Points ● (Black)



Fire Marshal Zones:

- FS/CB ■
- MK ■
- AE ■
- ER ■
- AD ■
- DM/YS ■
- JC/KC ■
- AG ■

- CO2 and foam extinguishers ●
- Powder extinguishers ●
- Fire Blankets ▬
- First Aid Kits ●
- Call Points ●

Review Date	September 2025
Reviewed By	Danielle Clowes & Andy Gould
Next Review	September 2027
Summary of Changes	<p>First Edition February 2025- Updated Deputy Heads Details. September 2025 – Updated Headteacher details Approved by Headteacher –Sarah Mason January 2026</p>

Approved by:



Head Teacher:

Date: 06-01-2026

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