Emmanuel Junior Academy



'Be Respectful, Be Courageous, Be Safe'

Accessibility Audit and Action Plan 2026-2029

Last reviewed: October 2026

Emmanuel is a joint Anglican and Methodist School. Our vision is rooted in the Christian call to love God and serve others through lives of compassion, justice and generosity.

We are inspired by the guidance attributed to **John Wesley** to:

> *"Do all the good you can,*
> *By all the means you can,*
> *In all the ways you can,*
> *In all the places you can,*
> *At all the times you can,*
> *To all the people you can,*
> *As long as ever you can."*
>
> ***— John Wesley***

We seek to nurture a community where every child and adult is encouraged to flourish and to make a positive difference in the lives of others.

Our key biblical text is **Galatians 6:10**: ***"Therefore, as we have opportunity, let us do good to all people."***

This verse reminds us that doing good is not simply an occasional act but a way of life. It calls Christians to recognise opportunities to show kindness, serve others and contribute to the common good. In our school, this shapes our relationships, our curriculum and our commitment to ensuring that every member of our community is valued, supported and encouraged to thrive.

Our vision encourages every member of our school community to recognise that they are created in the image of God and are called to use their unique gifts in the service of others. Through learning, worship, service and everyday interactions, we seek to develop children who are confident, compassionate, **respectful** and **courageous**, and who take responsibility for keeping themselves and others **safe**. We aim to nurture people who notice those in need, act with integrity, build positive relationships and strive to make the world a better place.

'Be Respectful, Be Courageous, Be Safe'

At Emmanuel Anglican/Methodist Junior Academy, we believe every child is uniquely created by God, known, valued and loved. We are committed to providing an inclusive, nurturing and ambitious environment where every pupil can flourish spiritually, academically, socially and emotionally. This vision is reflected throughout the school's Christian ethos and commitment to ensuring that all members of our community are welcomed, valued and respected.
Guided by the Diocese of Sheffield Academies Trust (DSAT) Inclusion Charter, we believe that:

- Every child has the right to belong.
- Every child has the right to participate.
- Every child has the right to achieve.
- Diversity is recognised, valued and celebrated.
- Inclusion is everyone's responsibility.
- High aspirations should be maintained for all learners.

We believe that all children should experience a genuine sense of belonging, feel valued within our school community and participate fully in all aspects of school life.
We are ambitious for all pupils, including those with Special Educational Needs and Disabilities (SEND). We recognise that pupils learn in different ways and may require different levels of support, adaptation and provision to achieve their potential.

Aim 1: To increase the extent to which disabled pupils and pupils with special educational needs can participate in the school curriculum

Priority/Target	Lead	Suggested Strategies	Time Scale			Achieved Action Taken
			Short Term 2026	Medium Term 2027-28	Long Term 2029+	
All pupils are able to access the curriculum and make good progress	SENDco	• Deliver the Universal SEND Offer through adaptive teaching, scaffolding, visual supports, assistive technology, structured routines and reasonable adjustments. • Monitor impact through APDR cycles, pupil progress meetings, provision reviews and learning walks.	X			- CPD delivered: Zones of Regulation (September 2026), SEMH (DSAT Conference October 2026), Provision Mapping (September 2026) -
All staff aware of curricular needs of individual pupils regarding specialist equipment	SENDCo	• Develop and maintain Sensory Passports, Support Plans and Provision Maps. • Share specialist recommendations and personalised strategies with all staff through regular SEND briefings and provision reviews.	X			- Sensory Passport developed and in use for individuals October 2026 - Provision Map in place September 2026
Training for staff on increasing access to the curriculum for all pupils	SENDCo	• Deliver CPD on adaptive teaching, sensory processing, SEMH, SLCN, Autism, emotional regulation, sensory circuits and inclusive classroom practice. • Use coaching, modelling and learning walks to ensure consistent implementation.	X			
Ensure P.E. is accessible to all	PE Lead SENDCo	• Use reasonable adjustments, adapted equipment, personalised support plans and specialist advice where required.	X			

		• Ensure participation through differentiated activities and risk assessments linked to individual needs.				
All out-of-school activities planned to ensure, where reasonable, participation of all pupils	SLT	• Ensure educational visits, residentials, clubs and enrichment activities are planned inclusively with appropriate adjustments, risk assessments and support arrangements. • Work with families and external professionals where necessary.	X			
To review the attainment of pupils with SEND regularly	SENDCo	• Use provision reviews, pupil progress meetings, Support Plan reviews, Birmingham Toolkit assessments and SEND data analysis to evaluate progress and identify next steps.	X			Ongoing monitoring of SEND data (end of year, end of term)
To audit, and where necessary, improve/purchase appropriate high-quality resources and specialised equipment	SENDCo	• Conduct annual audits of sensory equipment, assistive technology and specialist resources. • Use external professional recommendations and SEND monitoring to identify priorities for investment.	X			- School-approved fidgets purchased and offered to pupils (September 2026)

Aim 2: To improve the physical environment of the school

Priority/Target	**Lead**	**Suggested Strategies**	**Time Scale**			**Achieved Action Taken**
			Short Term 2026	Medium Term 2027-28	Long Term 2029+	
Have a dedicated marked compliant disabled parking space	Headteacher	• Review site accessibility annually and ensure compliance with Equality Act requirements and reasonable adjustment duties.	X			

To make all entrances accessible for disabled people	Headteacher	• Include accessibility improvements within site development planning and ensure access arrangements are reviewed with relevant stakeholders.	X			
Provision of a compliant disabled toilet	Headteacher Site manager	• Maintain accessible facilities in line with Equality Act duties and review suitability through ongoing accessibility audits.	X			
Ensure all disabled people can be safely evacuated	Headteacher	• Develop and review Personal Emergency Evacuation Plans (PEEPs) where required. • Train staff in evacuation procedures for pupils with additional needs.	X			
Ensure classroom environments meet the needs of pupils	SENDCo	• Develop classroom environments that include visual timetables, structured routines, sensory adaptations, flexible seating and communication-friendly approaches. • Monitor through learning walks and SEND reviews.		X		
Improvements to help the visually impaired	SENDCo	• Provide adapted resources, enlarged materials, assistive technology and environmental adaptations following specialist advice.		X		
Improvements to help the hearing impaired	SENDCo	• Implement specialist recommendations, classroom amplification where appropriate, visual supports and staff awareness training.		X		
Safe access around the interior of the school	Headteacher SENDCo Site Manager	• Regularly review environmental accessibility, classroom layouts and movement routes to reduce barriers and promote independence.		X		

Safe access around the exterior of the school including access to play areas	Headteacher Site Manager SENDCo	• Review playgrounds and outdoor learning environments to ensure equitable access and participation for pupils with disabilities and SEND.		X		

Aim 3: Improve the delivery of information

Priority/Target	Lead	Suggested Strategies	Time Scale			Achieved Action Taken
			Short Term 2026	Medium Term 2027-28	Long Term 2029+	
Languages other than English to be visible around school	SENDCo Headteacher	• Use visual supports, translated materials where appropriate and inclusive displays that reflect the diversity of the school community. Provide information in translated, interpreted, visual or alternative formats where this is needed for a pupil or family to access school information. •		X		
Information on website accessible to all	SENDCo	• Ensure SEND Policy, SEND Information Report, Accessibility Plan and SEND resources are available, up to date and accessible via the school website.	X			
Availability of written material in alternative formats	SENDCo Headteacher Office Staff	• Provide documents in large print, electronic, visual or alternative formats on request and make reasonable adjustments for accessibility needs.	X			
Ensure documents are accessible for pupils with visual impairment	SENDCo	• Use adapted presentation of information, visual accessibility standards, assistive technology and specialist recommendations.	X			

Ensure staff are aware of accessible formats	SENDCo Headteacher	• Include accessible communication and document design within SEND and inclusion CPD. • Share guidance through SEND newsletters and staff training.		X		
Information for parents/carers to be clear to all	SENDCo	• Produce jargon-free Support Plans, termly SEND newsletters, coffee mornings, PINS meetings and co-produced reviews • Ensure parents understand targets, strategies and next steps.	X			- Updated Support Plans to improve access for all - Termly face to face Coffee Mornings - Termly face to face or telephone call review meetings