

2024–2027

Accessibility Plan

(Brandon/Badsworth)

Schedule 10 of the Equality Act 2010



**PHOENIX
PLACE**

Contents Page

Accessibility Plan 2025-2028	
Latest Update:	April 2024
Next review:	April 2027 (unless changes in any legislation)
Reviewed:	Every 3 years
<div> <div>Aims.....</div> <div>Objectives.....</div> <div>Legislation and guidance.....</div> <div>Disability Statement.....</div> <div>Accessibility Plan.....</div> <div>Monitoring Arrangements.....</div> <div>Links To Other Policies:.....</div> <div>Policies, Procedures, Principles & Written Statements Of Intent.....</div> <div>Improving Access To The Physical Environment.....</div> <div>Improving Access To The Curriculum.....</div> <div>Improving Delivery Of Written Information.....</div> </div> <div> <div>3</div> <div>3</div> <div>4</div> <div>4</div> <div>5</div> <div>6</div> <div>6</div> <div>7</div> <div>8</div> <div>10</div> <div>12</div> </div>	

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.

At PhoenixPlace, each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disabilities associated with pupils with a range of learning difficulties, autism and complex emotional needs. Pupil achievement is celebrated as part of our approach to a personalised curriculum that encourages and supports pupils to be as independent as possible so that they are best prepared for adulthood and the opportunities available once they leave school.

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.

The school supports any available partnerships to develop and implement the plan.

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.

Objectives

As an independent school providing education, therapy and support to student aged 11 to 16 with social, emotional and mental health (SEMH) difficulties, we have a responsibility to:

- consistently promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards people with SEND
- encourage participation of people with SEND in public life
- be tolerant and aware of the needs of student, staff, families and visitors
- take steps and make reasonable adjustments to meet people's SEND needs.

PhoenixPlace is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of a child's disability and its effect on their ability to carry out everyday activities. The parent's and child's right to confidentiality is respected.

The Accessibility Plan shows how access to the school is provided for disabled students, staff and visitors and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. It also acknowledges that a full assessment of the school's accessibility arrangements would be necessary as and when new students or families with particular disabilities join the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Disability Statement

Through the school's curriculum offer, extra-curricular enrichment activities, policies relating to teaching & learning, behaviour and conduct of students and staff and a programme of training to develop our staff, we aim to;

- Ensure that everyone is treated fairly and with respect
- Make sure the school is a safe, secure and a stimulating environment for everyone
- Ensure that all students have full access (as is practical and reasonable) to the whole curriculum (including enrichment activities, trips, sports, assemblies, reward events and all relevant therapies).
- Recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same
- Recognise that for some students extra support is needed to help them to achieve and be successful
- Take a multi-disciplinary approach to ensure that people from different groups are consulted and involved in our decisions, for example through talking with parents/carers and through discussing issues with our students in an open forum on a periodic basis
- Make sure that no-one experiences less favourable treatment or discrimination because of: their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their religion or beliefs; their sexual identity and orientation.

It is our aim to reduce, and where possible eliminate, barriers to access in our school, the physical environment and the curriculum for students and prospective students, staff, parents/carers and visitors with and without a disability.

We promote and support disability awareness and equality for all disabled students, staff, parents, stakeholders and visitors to our school. We have a duty to publish our 'accessibility plan' which explains how we are doing this and what we plan to do. Our plan follows this statement.

Where disabled student are admitted to PhoenixPlace, we are committed to planning specific staff training to understand their needs and to purchasing any specialist equipment to allow full access to the curriculum

Accessibility Plan

In line with Schedule 10 of the Equality Act 2010, this accessibility plan contains relevant and timely actions to:

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve and maintain access to the curriculum for students with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that student with a disability are as equally prepared for life as the able-bodied student; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Leaders must always take a flexible and proactive approach in considering student' access to:

The physical environment

- E.g. Steps, stairways, exterior surfaces and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor-coverings, signs and furniture.

Physical aids

- E.g. ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for students with poor hand/eye skills, such as robust scientific glassware and special pens and pencils.

Information

- E.g. Timetables, textbooks, handouts and information about school events e.g. language, large text, illuminated text, Braille, audiotape, lip speaking and sign language.

Reasonable adjustments made in order to increase accessibility must always be:

- “within a reasonable time”

and

- “take account of the student' disabilities and any preferences expressed by them or their parents”.

Annual targets and review

- All targets within this plan are formally reviewed at least annually by leaders and SAP members before the start of the new academic year, or ‘as and when’ a specific need requires an adjustment.

It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will carry forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new accessibility plan for the ongoing period.

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the headteacher.

Links to other policies:

This Accessibility Plan will contribute to the review and revision of related school policies

- Health and Safety Policy
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policy
- Risk Assessment Policy
- Management of Behaviour Policy
- Curriculum Policy
- Teaching and Learning Policy

PHOENIXPLACE ACCESSIBILITY PLAN 2024-2027

Brandon SE5 0NA; Badsworth (Main Site) SE5 0JG

Targets	Complete by	Lead	Monitoring	Success Criteria
POLICIES, PROCEDURES, PRINCIPLES & WRITTEN STATEMENTS OF INTENT				
Compliance with the Equality Act 2010	2024-2027 (Ongoing)	SLT	Proprietor	Ofsted reports confirm compliance, as do internal evaluations and reviews by the SLT and SAP. All stakeholders have equality of access and opportunity at PhoenixPlace
Disability Awareness to be reflected and considered when developing all school policies, procedures, principles and statements; taking into consideration the needs of all stakeholders.	2024-2027 (Ongoing)	SLT	Proprietor	School policies & procedures reflect the needs of all stakeholders, can be accessed by all and support the development of access for all (specific attention given to behaviour, anti bullying and curriculum)
To make reasonable adjustments for students with disabilities under the Equality Act 2010 to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.	2024-2027 (Ongoing)	SLT	Proprietor	All staff will be aware of needs and ensure accessibility arrangements, where reasonable, are made and adhered to.

PHOENIXPLACE ACCESSIBILITY PLAN 2024-2027

Brandon SE5 0NA; Badsworth (Main Site) SE5 0JG

Targets	Current good practice	Objectives	Complete by	Lead	Monitoring	Success Criteria
IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT The Brandon Site is accessible to all (all one ground level) / The Badsworth Site is accessible to all (all on ground level) Improve access to the physical environment of PhoenixPlace, adding specialist facilities as necessary. This will cover making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.						
Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.	<p>The School has disabled access to many of its facilities and ensures that such access is maintained.</p> <p>The environment is adapted to required needs, this includes:</p> <ul style="list-style-type: none"> • Accessibility toilets • Both buildings are on one level with easy access to all spaces • Appropriate lighting <p>The school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements.</p> <p>At the Brandon, all fire exit doors are easily accessible for wheelchair users (all on one level) and there are permanent ramps (slanted pavements) which wheelchair</p>	<p>Improve ramp accessibility @ Badsworth site (front office) as part of building plans for phase 2.</p> <p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p> <p>At Badsworth clear instructional signage to the fire exit doors in the Art room, both doors in the Dining room and the non fire exit door by disabled toilets as they have a have a raised step which would require someone to support the wheelchair user in 'tilting up and over' to exit and 'tilting down and over' to enter the building.</p> <p>Ensure weekly Fire Alarm tests are scheduled Ensure termly Fire Drill are calendarised</p> <p>Annual Fire safety training for all</p>	<p>Sept 25</p> <p>Ongoing</p> <p>Sum25</p> <p>weekly/ termly/ Annually</p>	<p>SBM/ Premises Manager</p> <p>HT/SBM/D ir-SEND</p> <p>SBM/ Premises Manager</p> <p>SBM/ Premises Manager</p>	<p>Proprietor</p> <p>Proprietor</p> <p>Proprietor</p> <p>Proprietor</p>	<p>All stakeholders will be able to access all floors across sites with easy access</p> <p>Learners will have more break out spaces to help with their mental health and well being</p> <p>All students, visitors, staff have full access to the schools, classrooms and toilets with reasonable adjustments made, where necessary.</p> <p>All staff will be aware of needs and ensure accessibility arrangements, where reasonable, are made and adhered to.</p>

PHOENIXPLACE ACCESSIBILITY PLAN 2024-2027

Brandon SE5 0NA; Badsworth (Main Site) SE5 0JG

Targets	Current good practice	Objectives	Complete by	Lead	Monitoring	Success Criteria
	<p>users can easily manoeuvre thorough in/out the building.</p> <p>Fire evacuation drills will cater for all needs, including any disabled students. Fire Marshals are retrained on an annual basis in order to undertake their duties. Students also receive yearly Fire Safety Training</p> <p>At Brandon, students have access to the green space directly outside the front and back of the school (with supervision from staff). At Badsworth, there is a small outside garden space at the back of the building which is all on one level</p>	<p>Wheelchair users (if either student or visitor)</p> <p>Prospective Students: Ensure any disabled student can be safely evacuated and have a Personal Emergency Evacuation Plan (PEEP) in place</p> <p>Visitors: Ensure any visiting wheelchair users can navigate safely around the building and are aware of evacuation procedures</p> <p>Fire Marshals to be trained on how to assist all persons, including disabled/ anyone in a wheelchair safely.</p>	<p>On entry</p> <p>Ongoing</p> <p>Annual</p>	<p>Dir-SEND/ Premises Manager</p> <p>Office/ Premises Manager/ SLT</p> <p>SBM</p>	<p>Proprietor</p> <p>Proprietor</p> <p>Proprietor</p>	<p>All student and staff will have rehearsed (termly) and know fire evacuation procedures;</p> <p>All students, visitors and staff will have appropriate support to ensure safe evacuation.</p> <p>All children/visitors with disabilities are safely evacuated during drills</p> <p>Children / adults who are wheelchair users can access and move around the site safely, without obstructions</p> <p>Badsworth Garden: Ensure garden area cleared/cleaned for use for students and staff</p>

PHOENIXPLACE ACCESSIBILITY PLAN 2024-2027

Brandon SE5 0NA; Badsworth (Main Site) SE5 0JG

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IMPROVING ACCESS TO THE CURRICULUM The diversity of our society is addressed through our schemes of work and the curriculum is continually developed to ensure that courses are relevant to all students. Teachers are flexible in their planning and offer appropriate challenges to all students, regardless of ethnicity, gender, disability, sexual orientation, age, or beliefs.						
Increase the extent to which disabled pupils can participate in the curriculum	A balanced and relevant curriculum accessible to all students (as is reasonable and practical)	Provision of large computer monitors, tablet technology and sound systems in classrooms to meet the learning needs of all students	Aug 25	Premises Manager	Proprietor	Skills of specialist staff are utilised to support access to a balanced and relevant curriculum
	The continued review of courses and accreditation routes to maximise access for all students to learning and accreditation.	Ensure classroom support staff have specific training on disability issues	Ongoing	SENCo	Proprietor	Timetable is completed to provide appropriate time allocations for a balanced and relevant curriculum
	To promote the involvement of disabled students in classroom discussions/activities	Educational visits to be accessible to all	Ongoing	HT/DH/SENCo	Proprietor	Curriculum takes into account, where reasonable and practical, the accessibility requirements and needs of students (location, skills of staff, needs of students)
	Provision of large computer monitors, tablet technology and sound systems in classrooms to meet the learning needs of all students	Develop guidance for staff on making trips accessible				All students and staff have access to supportive technologies in order to maximise their access and engagement with the full
	We promote the involvement of all students in classroom discussions/activities	Ensure each new venue is vetted for appropriateness				The curriculum is fully inclusive to all students
		Risk assessments to take into consideration medical needs and disabilities and appropriate provision				Appropriate resources are available to access the curriculum as reasonable and as required. Increase confidence of all staff in differentiating the curriculum.
		To ensure PE and extra curricular activities are accessible to all	Ongoing	HT/DH	Proprietor	The curriculum is fully inclusive to all students

PHOENIXPLACE ACCESSIBILITY PLAN 2024-2027

Brandon SE5 0NA; Badsworth (Main Site) SE5 0JG

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		Continue to work closely with PP's OT, SaLT, EP and counsellor in improving access to the curriculum	Ongoing	HT/DH/SENCo	Proprietor	<p>Appropriate resources are available to access the curriculum as reasonable and as required.</p> <p>Staff are confident in researching and implementing new strategies to differentiate learning according to students needs.</p> <p>The curriculum is fully inclusive to all students</p>

PHOENIXPLACE ACCESSIBILITY PLAN 2024-2027

Brandon SE5 0NA; Badsworth (Main Site) SE5 0JG

Targets	Current good practice	Objectives	Complete by	Lead	Monitoring	Success Criteria
IMPROVING DELIVERY OF WRITTEN INFORMATION Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, leaflets and information about PhoenixPlace. The information should be made available in various preferred formats within a reasonable time frame.						
Improve the availability of accessible information to disabled pupils	We use a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> Internal and external signage Large print resources (upon request) Pictorial or symbolic representations Working with outside agencies 	To review children's administration and SEND records ensuring school's awareness of any up to date disabilities.	Ongoing	HT/SENCo	Proprietor	Improved signage and information around the school
		Purchase new MIS software to enable improved information and data storage	Sum 25	HT/SBM/IT Manager	Proprietor	Improved school documentation
		Auditing the school library to ensure the availability of large fonts and easy to read texts will improve access.	Sum 25	DH/KOB Lead	Proprietor	All student have access to technology and other materials in accordance with their EHCPs
	Text message service available to all parents and carers to inform them of events and news from school.	Auditing signage around the school to ensure that it is accessible to all is a valuable exercise.				All stakeholders able to access newsletters, letters and any other information made available
	Termly Progress Meetings	Improve the delivery of information to students with a disability e.g. leaflets, letters, other school documentation that is shared to stakeholders.	Ongoing	HT	SENCo	Policy wording is not discriminatory
	Termly Newsletter					Policy wording does not unintentionally cause offence
	School Website					Written policies are accessible to all (translations are available on request) as is reasonable on request. Policies available online.
		Provide information to students in a format which meets their needs eg larger printouts, coloured paper for dyslexic students	Ongoing	SENCo	Proprietor	All processes are fairly applied.

PHOENIXPLACE ACCESSIBILITY PLAN 2024-2027

Brandon SE5 0NA; Badsworth (Main Site) SE5 0JG

Targets	Current good practice	Objectives	Complete by	Lead	Monitoring	Success Criteria
		Where required & requested, provide school newsletters, letters and other information made available for student, parents/carers and staff in an alternative form, e.g. audio, language	As requested - ongoing	HT	SENCo	
		Ensure the wording of all school documentation and policies makes provision for disabled student and is therefore not unintentionally discriminatory	On going	Dir Policy & Development	Proprietor	