

Accessibility Policy

Policy: November 2017
Policy to be reviewed: September 2020



Introduction

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Directors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Raising aspirations within a safe, nurturing and positive environment is our overall aim. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by PHOENIXPLACE.

Definition (Equality Act 2010)

"A person has a disability 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 carry out normal day to day activities" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Aim

To remove, as far as possible, those barriers which make it hard for a person who has difficulty with;

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to learn, concentrate or understand
- Perceiving risk or physical danger

We will

- Continually review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for pupils so that we can improve the access for both individuals and groups.
- Work to provide an atmosphere where all pupils feel safe and valued
- Achieve this by promoting understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language, which emphasises the person rather than the disability.
- Examine the parts of our active and extra curricular activities which may have limited access for pupils with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.
- Trigger an investigation of access within our planning cycle so that it is an explicit part of our School Development Plan.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 reinforcing our culture of inclusion, support and awareness within the school.

PHOENIXPLACE Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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The Accessibility Plan will contain relevant and timely actions to:

Curriculum

Our aim is to increase access to the curriculum for pupils with a disability, ensuring that pupils with a disability are as, equally, prepared for life as are our pupils who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits, the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

Curriculum – The Current Position

We have in place:

- Curriculum with schemes of work that are challenging and relevant and differentiated as required
- Small teaching groups in all lessons
- A range of teaching methods and styles to facilitate access for all pupils – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Access Arrangements for external examinations (Extra time / Reader etc.) where needed
- Study support sessions to develop pupils independent study skills
- Development of mutual support and understanding between colleagues in working with pupils with disabilities
- A range of accredited courses

Curriculum Priorities for 2014-2017

| Objective | Strategy | Timeframe | Outcome |
|--|---|-------------|---|
| Ensure compliance with DDA and Code of Practice | Staff informed of requirements and obligations of DDA, and of the Accessibility Plan Staff meeting to share Accessibility Plan | Ongoing | School complies with requirements of DDA and Code of Practice |
| To expand the range of accredited courses | Identify suitable courses that can be taught on-site to improve curriculum offer Ensure designated staff for courses chosen receive subject training | 2017-2020 | Pupils will have more range of courses to choose from in KS5 broadening knowledge and skill |
| To provide access to specialist subject areas e.g. science, sports, music eg through links with other schools or building on resources at PP | Subject leads to form links neighbouring schools Adjust timetable to incorporate teaching in specialists area | 2017 - 2020 | Pupils will have access to specialist equipment. Pupils knowledge and skills broadened Partnership work with school |

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| To ensure training of staff in literacy and numeracy support, mentoring, Arts Award and mental health in conjunction with understanding of and supporting various pupil conditions | Staff training schedule (excel doc) to be created both for internal and external training Audit of staff skills, training and experience (induction process) Research training programmes | Ongoing As required at start of employment Ongoing | Improved skills & knowledge of staff Staff better able to assess and provide for the needs of pupils with SEND and learning difficulties |
| To ensure data tracking systems are in place and working so school is better able to analyse the progress of pupils and put appropriate interventions in place for pupils based on need | Generation of Termly reports for parents Purchase of appropriate data tracking Software Designate staff member with responsibility for assessment and progress tracking Develop appropriate assessment guidelines for students/parents & carers in light of new (9-1) frameworks | Ongoing - termly reporting Completed - ongoing Completed 2018-2020 | Staff able to see overall progress for all pupils Staff will be able to analyse progress over the course of the year target set Tutors able to inform parents of pupils progress |
| To develop extra-curricular offer with pupils (i.e. Pupil Council) that will encourage pupils to access extra-curricular activities | Half- termly schedule (or appropriate) to be devised with pupils for Pupil Council Designate staff member with responsibility for Pupil Council | 2017 - 2020 Completed | Pupils will feel a sense of ownership to the school discussing issues and finding solutions Pupils feel that their views are being heard |
| To develop calendar of workshops for enrichments activities to ensure pupils with SEN or Vulnerable Learners (VL) have access to a range of activities that will assist in developing their self-esteem | Staff to build and establish links with external providers Designated staff to create calendar of events over the year | 2017 - 2020 2017 - 2020 | Pupils will have accessed a range of opportunities that will assist them in developing their EHCP outcomes Pupils will enjoy school |
| To ensure that pupils have access to quality careers education, information, advice and guidance | Designate staff member with responsibility for CEIAG over the year who will teach work-related programmes and build on existing links with local business and community projects to develop our work-experience programme Commission external Careers Advisor | 2017 - 2020 Ongoing | Pupils will feel more confident in researching and discussing about their futures. Pupils will know where to seek advice for and where to look to help on issues relating to future prospects |

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| <p>To ensure that all pupils are able to access the curriculum e.g. Literacy & Numeracy</p> | <p>Designate staff member with responsibility overseeing Interventions, inc Literacy, Numeracy and Access Arrangements</p> <p>Purchase of literacy intervention software – LEXIA to improve reading skills</p> <p>Purchase of Numeracy Intervention software - Numeracy Workout to improve numeracy skills</p> | <p>2017 - 2020</p> <p>2018</p> <p>2017 - 2020</p> | <p>Pupils reading and spelling skills will be improved</p> <p>Raised pupil confidence in reading</p> <p>Correct support put in place in exams for pupils who have been identified as needing access arrangements giving correct picture of pupils abilities</p> |
| <p>To ensure pupils educational & personal needs are met in order for them to access the curriculum opportunities</p> | <p>Appoint (PT) Educational Psychologist</p> <p>Appoint (PT) Counsellor</p> | <p>In place</p> <p>In place</p> | <p>Expertise of EP and counsellor will inform teaching and learning, provide staff access to appropriate training to improve how to support pupils with varying need</p> <p>Pupils will feel well supported; their views heard and develop strategies to cope with personal and academic issues.</p> |
| <p>Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour) needs and access</p> | <p>Continue to develop relationship with specialist services</p> <p>Decide which staff would require training with regards to specialist equipment</p> | <p>2017-2020- ongoing</p> | <p>Staff will improve knowledge and skills, thus teaching and learning for pupils with differing needs</p> |
| <p>Ensure school visits are made accessible to all pupils</p> | <p>To refer to LEA and relevant agencies guidance on school visits</p> <p>Staff meetings</p> <p>Pupil Forums</p> <p>Visits file.</p> | <p>2017 - 2020 - ongoing</p> | <p>Liaison with parents to coordinate Inclusion details.</p> <p>Staff aware of procedures</p> |

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Physical Environment

Improve 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;

Physical Access – The Current Position

We are currently accommodated in a temporary building during the week.

- The building is wheelchair accessible and resides on ground level
- Disabled toilet facilities available.
- Space for small group work and individual work.
- A physical environment that is safe and welcoming.
- Clear visual signage around the school
- Able to accommodate wheelchairs and visitors with reduced mobility

Physical Environment Priorities for 2017 - 2020

| Objective | Strategy | Timeframe | Outcome |
|---|--|-------------------|---|
| To view and secure permanent accommodation that will facilitate expansion of curriculum and considers the needs of differently abled persons | Directors to research possible that will include year classes and space for specialist subject areas Audit site to ensure access to physical environment and curriculum | 2017 - 2020 | A new site for PP sole use Year groups to have their own classrooms Specialist areas |
| Staff awareness of the need to consider accessibility when new developments are made and when staff and pupils area admitted | Inform all staff at briefings/meetings/training | On-going activity | All staff understand the need of pupils and staff need within the school |
| Audit all practices and policies to establish appropriateness to meet the needs of all disabilities depending on pupils and staff within the school | Undertaken when policies and practices are reviewed | On-going activity | Policies and practices reflect the spirit of legislation and ethos of school |
| To ensure all internal and external areas have been risk-assessed (to involve pupils in schedule) | Provide risk assessment template for pupils to use with staff in surveying the areas in the school for potential hazards (at least 2 pupils) Staff meetings to inform staff of existing assessments | 2017 - 2020 | All areas risk assessed Pupils and staff aware of potential risk and how to minimise or eliminate risk |
| Improve working environment for pupils with visual impairment | Seek advice from relevant organisations or professionals | 2018 - 2019 | Pupils able to work independently in all teaching areas |

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| Classrooms to be successfully organised for disabled pupils | Conduct an audit of teaching bases and seek advice from Sensory Support Service on colour schemes Site meetings, Classroom plans. Finance for internal redecoration | 2018-2019 | Physical accessibility for pupils increased |
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Access to Written Information

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Written information -The Current Position

- Information about the provision posted on website
- Private rooms are available for Parents Evenings when required.
- Scheduled Termly reporting on academic EHCP outcomes
- Scheduled regular home contact with regards to pupil progress
- Help available for parents if they need further support with understanding any of the policies and procedures.

Access to Written Information Priorities for 2014 – 2017

| Objective | Strategy | Timeframe | Outcome |
|--|---|-----------------------|--|
| School prospectus | Create school prospectus to communicated to stakeholders PPs offer | 2018 - 2019 | Prospectus that provides all necessary information for potential pupils, parents/carers |
| Newsletter | Create termly newsletter to send to all stakeholders | 2017 - 2020 - ongoing | Stakeholders will be provided with updated information about the achievements of staff and students at PP |
| Continue to improve website information | Appoint e-information team (staff & pupils) to update website over the course of the year | 2018 - 2020 - ongoing | Website content displays all relevant details of the activities of the school. Pupils build on ICT skills |
| To liaise with the specialist services when information is needed in alternative formats or sourcing of specialist equipment | Continue to develop relationship with specialist services Decide which staff would require training with regards to specialist equipment | 2017 - 2020 - ongoing | Information available |

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| Visual timetables are produced for pupils | All pupils to have appropriate visual timetable according to need. | 2017 - 2020 - ongoing | All pupils, parent/carer clearly informed of pupil timetable |
| To Improve décor and signage around the school | Seek advice where necessary Purchase all necessary fire, door, poster displays where applicable | As necessary 2017 - 2020 - ongoing | Improved access and understanding of areas within school |

Whole school training will recognise the need to continue raising awareness for staff and Strategic Advice Panel on equality issues with reference to the Equality Act 2010.

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

- School Development Plan (SDP) (including premises)
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policy