

# Accessibility Policy

Policy: September 2019  
Policy to be reviewed: September 2022

## 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.

## Equality at Phoenix

In line with the 2010 Equality Act, PHOENIXPLACE takes equality seriously. 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;

- Ensure that everyone is treated fairly and with respect
- Make sure the school is a safe, secure and a stimulating environment for everyone
- 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/carer 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.

We welcome our duty under the Education and Inspections Act 2006 (section 33-(6)) to promote community cohesion.

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.
- Insert information relating to any local authority, trust or federation procedures here.
- 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.
- We have included a range of stakeholders in the development of this accessibility plan, including [include as appropriate: pupils, parents, staff and governors of 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 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.

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## Aim

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

- Mobility
- Physical coordination
- 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 students so that we can improve the access for both individuals and groups.
- Work to provide an atmosphere where all students 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 students 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 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 reinforcing our culture of inclusion, support and awareness within the school.

PHOENIXPLACE Accessibility Plan shows how access is to be improved for students 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.

## The Accessibility Plan will contain relevant and timely actions to:

### Curriculum

Our aim is to increase access to the curriculum for students with a disability, ensuring that students with a disability are as, equally, prepared for life as are our students 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 students 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 students – 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 students independent study skills
- Development of mutual support and understanding between colleagues in working with students with disabilities
- A range of accredited courses

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## Curriculum Priorities for 2019 - 2022

Objective	Strategy	Timeframe	Outcome
Ensure compliance with Disability Discrimination Act (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 in improve curriculum offer  Ensure designated staff for courses chosen receive subject training	2020-2023	Students will have more range of courses to choose from in KS4 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	2019-2022  (when new building is acquired)	Students will have access to specialist equipment.  Students knowledge and skills broadened  Partnership work with school
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	2019 - 2022  As required at start of employment  Ongoing	Improved skills & knowledge of staff  Staff better able to assess and provide for the needs of students 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 students and put appropriate interventions in place for students 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  Currently Head Teacher ( <i>however this will be designated to the Deputy Head</i> )  2019-2022	Staff able to see overall progress for all students  Staff will be able to analyse progress over the course of the year target set  Tutors/subject lead able to inform parents of students progress

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<p>To develop extra-curricular offer with students (i.e. Pupil Council) that will encourage students to access extra-curricular activities</p>	<p>Half- termly schedule (or appropriate) to be devised with students for Pupil Council</p> <p>Designate staff member with responsibility for Pupil Council</p>	<p>Sept 2020 - ongoing</p> <p>Designated to Pastoral Team</p>	<p>Students will feel a sense of ownership to the school discussing issues and finding solutions</p> <p>Students feel that their views are being heard</p>
<p>To develop calendar of workshops for enrichment activities to ensure students with SEN or Vulnerable Learners (VL) have access to a range of activities that will assist in developing their self-esteem</p>	<p>Staff to build and establish links with external providers</p> <p>Designated staff to create calendar of events over the year</p>	<p>2019-2022</p> <p>(DH once in post)</p>	<p>Students will have accessed a range of opportunities that will assist them in developing their EHCP outcomes</p> <p>Students will enjoy school</p>
<p>To ensure that students have access to quality careers education, information, advice and guidance</p>	<p>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</p> <p>Commission external Careers Advisor</p>	<p>2020 - 2022</p> <p>Preparation for Adulthood (PfA) post created and in place from Sept 20</p> <p>2020-2022</p>	<p>Students will feel more confident in researching and discussing about their futures.</p> <p>Students will know where to seek advice for and where to look to help on issues relating to future prospects</p>
<p>To ensure that all students are able to access the curriculum e.g. Literacy &amp; 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>SENCo in place</p> <p>Completed</p> <p>Completed</p>	<p>Students reading and spelling skills will be improved</p> <p>Raised pupil confidence in reading</p> <p>Correct support put in place in exams for students who have been identified as needing access arrangements giving correct picture of students abilities</p>
<p>To ensure students educational &amp; personal needs are met in order for them to access curriculum opportunities</p>	<p>Appoint (PT) Educational Psychologist (Extension of hours)</p> <p>Appoint (PT) Counsellor (Extension of hours/service)</p> <p>Appoint Art Therapist</p>	<p>In place</p> <p>Oct 20</p> <p>In place</p> <p>Nov 20</p> <p>In place (link college placement)</p>	<p>Expertise of EP and counsellor will inform teaching and learning, provide staff access to appropriate training to improve how to support students with varying need</p> <p>students will feel well supported; their views heard and develop strategies to</p>

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	Pastoral Team	In place	cope with personal and academic issues.
Liaison with external services and agencies regarding individual students (physical, sensory, behaviour) needs and access	Continue to develop relationship with specialist services  Decide which staff would require training with regards to specialist equipment  Commission OT service	2020-2022- ongoing    2020-2021	Staff will improve knowledge and skills, thus teaching and learning for students with differing needs
Ensure school visits are made accessible to all students	To refer to LEA and relevant agencies guidance on school visits  Staff meetings  Pupil Forums  Visits file.	2020-2022 - ongoing	Liaison with parents to coordinate  Inclusion details.  Staff aware of procedures

## 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 2019-2022

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	By 2022	A new site for PP sole use  Year groups to have their own classrooms  Specialist areas

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Staff awareness of the need to consider accessibility when new developments are made and when staff and students area admitted	Inform all staff at briefings/meetings/training	On-going activity	All staff understand the need of students and staff need within the school
Audit all practices and policies to establish appropriateness to meet the needs of all disabilities depending on students 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 students in schedule)	Provide risk assessment template for students to use with staff in surveying the areas in the school for potential hazards (at least 2 students)  Staff meetings to inform staff of existing assessments	2019-2022	All areas risk assessed  Students and staff aware of potential risk and how to minimise or eliminate risk
Improve working environment for students with visual impairment	Seek advice from relevant organisations or professionals	2020-2022	Students able to work independently in all teaching areas
Classrooms to be successfully organised for disabled students	Conduct an audit of teaching bases and seek advice from Sensory Support Service on colour schemes as needed  Site meetings, Classroom plans.  Finance for internal redecoration	2020-2022	Physical accessibility for students increased

## Access to Written Information

Improve the delivery of written information to students, 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
- Rooms are available for Parents meetings 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 2019-2022

Objective	Strategy	Timeframe	Outcome
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School website	Create school website to communicate to stakeholders PPs offer.  Regular update of website	Completed  Updates ongoing	Website that provides all necessary information for potential students, parents/carers
Newsletter	Create termly newsletter to send to all stakeholders	2020-2022 - ongoing	Stakeholders will be provided with updated information about the achievements of staff and students at PP
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	2020-2022 - ongoing	Information available
Visual timetables are produced for students	All students to have appropriate visual timetable according to need.	2020-2022 - ongoing	All students, parent/carer clearly informed of pupil timetable
To Improve décor and signage around the school	Seek advice where necessary  Update visual displays  Purchase all necessary fire, door, poster displays where applicable	2020-2022 - ongoing  Termly  Completed - 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