



Accessibility Plan 2025-2028

(Brandon/Badsworth)

Schedule 10 of the Equality Act 2010

Updated:	June 2025
To be reviewed:	August 2028
Reviewed	Every 3 years
Reviewed and approved by Proprietor	Sophie Nelson
Reviewed and approved by (Strategic Advisory Partners)	<i>Currently recruiting</i>
Relationship to other school policies	This policy should be read in conjunction with <ul style="list-style-type: none">• SEND Policy

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Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Leaders are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. Our Schools Strategic Advisory Panel will review this plan annually.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

According to the Equality Act 2010 a person has a disability if:

- a. they have a physical or mental impairment, and
- b. The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

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.

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.

Whole school training will recognise the need to continue raising awareness for staff and SAP members on equality issues with reference to the Equality Act 2010. The Accessibility Plan will be published on the school website.

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 2025-28

Brandon site - SE5 0NA; Badsworth site - SE5 0JG

Targets	Timeframe	Lead	Monitoring	Success Criteria
POLICIES, PROCEDURES, PRINCIPLES & WRITTEN STATEMENTS OF INTENT				
Compliance with the Equality Act 2010	2025-28	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.	2025-28	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.	2025-28	SLT	Proprietor	All staff will be aware of needs and ensure accessibility arrangements, where reasonable, are made and adhered to.

PHOENIXPLACE ACCESSIBILITY PLAN 2025-28

Brandon site - SE5 0NA; Badsworth site - SE5 0JG

Targets	Timeframe	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.				
At all sites, door modifications have been made to facilitate access for all including wheelchair users	Implemented - ongoing	SBM	Proprietor	All staff will be aware of needs and ensure accessibility arrangements, where reasonable, are made and adhered to. All students, visitors, staff have full access to the schools, classrooms and toilets with reasonable adjustments made, where necessary.
At Badsworth although the site sits on one level a small ramp will need to be purchased (to be placed on the step down near the entrance door) for any staff member to access the space in Phase2 of our build. As part of the Phase2 building works this step will be replaced with a suitable permanent ramp. Allocated budget is available for necessary modifications.		SBM	Proprietor	
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 users can easily manoeuvre thorough in/out the building. At Badsworth, all fire exit doors (except front main entrance door) have a raised step which would require someone to support the wheelchair user in 'tilting up and over' to exit and enter the building.		SBM	Proprietor	

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Brandon site - SE5 0NA; Badsworth site - SE5 0JG

Targets	Timeframe	Lead	Monitoring	Success Criteria
IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT - cont				
Fire evacuation drills will cater for all needs, including any disabled students.	Brandon - Ongoing	SBM	Proprietor	All student, visitors and staff are aware of fire evacuation procedures;
Fire Marshals are retrained at the Badsworth site in order to undertake their duties.	Badsworth Sum1/24			All student and staff will have rehearsed (termly) and know fire evacuation procedures; All students, visitors and staff will have appropriate support to ensure safe evacuation.
At Brandon and Badsworth, disabled toilet facilities are provided and currently used by staff. Students have their own toilets. A wheelchair user is able to access and use the disabled toilet as and when required		SBM	Proprietor	All students, visitors, staff have full access to the schools, classrooms and toilets with reasonable adjustments made, where necessary.
To ensure the accessibility of all disabled persons eg all corridors, entrances to be kept clear of obstructions at all times Ensure that any future renovation works considers a disabled person's access point	Ongoing	SBM/SLT	Proprietor	Fortnightly learning walks identify clear and obstructed corridors at all times Daily walks from school leaders identify clear and unobstructed corridors and walkways

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Targets	Timeframe	Lead	Monitoring	Success Criteria
IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT - cont				
<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>	As needed	SBM/SENCo	Proprietor	<p>All children/visitors with disabilities are safely evacuated during drills</p> <p>Paperwork and procedures are tested on a regular basis</p> <p>Children / adults who are wheelchair users can access and move around the site safely, without obstructions</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>	Ongoing	SLT	Proprietor	<p>Badsworth garden is cleared and designed for interactive use e.g. herb garden, sensory area</p> <p>All students and staff use the outside space for learning and/or to support mental health.</p>

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Targets	Timeframe	Lead	Monitoring	Success Criteria
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.				
A balanced and relevant curriculum accessible to all students (as is reasonable and practical) The continued review of courses and accreditation routes to maximise access for all students to learning and accreditation. 'Flight paths' to be introduced - set goals, monitor progress, achieve high.	Ongoing	DH	Proprietor	Skills of specialist staff are utilised to support access to a balanced and relevant curriculum Timetable is completed to provide appropriate time allocations for a balanced and relevant curriculum 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	Ongoing	SBM/DH	Proprietor	All students and staff have access to supportive technologies in order to maximise their access and engagement with the full curriculum offer e.g. this includes iPad, laptop and large-screen Mac access.
Increase confidence of all staff in differentiating the curriculum To promote the involvement of disabled students in classroom discussions/activities	Ongoing	DH/SENCo	Proprietor	The curriculum is fully inclusive to all students Appropriate resources are available to access the curriculum as reasonable and as required. Staff are confident in researching and implementing new strategies to differentiate learning according to students needs.

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Targets	Timeframe	Lead	Monitoring	Success Criteria
IMPROVING ACCESS TO THE CURRICULUM - cont				
Ensure classroom support staff have specific training on disability issues	Ongoing	SENCo	DH	All staff feel confident in supporting children with disabilities Training logs and evaluations identify improving confidence of staff
Educational visits to be accessible to all Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness Risk assessments to take into consideration medical needs and disabilities and appropriate provision	Ongoing	Trip & Visits Lead/SENCo All staff involved in planning trips and supporting children on them	DH	All pupils have equal access to activities that support health and well-being Staff have attended Risk Assessment training.
To ensure PE and extra curricular activities are accessible to all	Ongoing	PE Lead/SENCo	DH	The curriculum is fully inclusive to all students All student have equal access to activities that support health and well-being
Continue to work closely with PP's OT, SaLT, EP and counsellor in improving access to the curriculum	Ongoing	DH/SENCo	DH	The curriculum is fully inclusive to all students

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Targets	Timeframe	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 delivery of information to students with a disability e.g. leaflets, letters, other school documentation that is shared to stakeholders.	Ongoing	Office	Proprietor	Improved signage and information around the school Improved school documentation - school reports, newsletters, website, letters for parents/carers
Provide information to students in a format which meets their needs eg larger printouts, coloured paper for dyslexic students	Ongoing	Office	Proprietor	All student have access to technology and other materials in accordance with their EHCPs
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	Ongoing	Office	Proprietor	All stakeholders able to access newsletters, letters and any other information made available
Ensure the wording of all school documentation and policies makes provision for disabled student and is therefore not unintentionally discriminatory	Ongoing	SLT	Proprietor	Policy wording is not discriminatory Policy wording does not unintentionally cause offence Written policies are accessible to all (translations are available on request) as is reasonable on request. Policies available online. All processes are fairly applied.