



Accessibility Plan

Phoenix Community Primary School

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Due for Review: April 2018

Vision Statement

Under the Equality Act 2010, schools should have an Accessibility Plan. 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 pupils because of sex, race, disability, religion or belief and sexual orientation”.

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

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We also recognise that a physical or mental impairment is a broad definition which includes children with a wide range of impairments including physical and sensory such as speech and language needs, learning disabilities and medical needs. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher.

The current plan will be appended to this document.

At Phoenix Community Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can take pride in their achievements and develop an enthusiasm for life-long learning. We want all children to realise their full potential and develop their talents. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

This Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, pupils, parents, staff and governors of the school and covers the period from January 2015 – December 2018.

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Phoenix Community Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school and the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant actions to:

- a) 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. The school building is of a new construction and has been designed to full DDA requirements so any improvements to this area are expected to be minimal.

- b) Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as; equally, prepared for life as are the able-bodied pupils. 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. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- c) Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Phoenix Community Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities
- Staff Training and Continuing Personnel Development
- Health & Safety (including Educational Visits)
- Special Needs & Disability Policy and SEN Information Report
- Behaviour for Learning
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Mission Statement

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

The School Prospectus will make reference to this Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be monitored through the Governor Finance Committee.

The school will work in partnership with the local authority in developing and implementing this plan in line with the Kent Accessibility Strategy.

The Plan will be monitored by Ofsted as part of their inspection cycle.

Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or at other opportunities such as parents' evening. Parents are encouraged to inform school of any issues or developments surrounding health or disability.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. However, there is disabled access to all areas of the school.

Curriculum

There are areas of the curriculum to which disabled pupils have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Access Audit

The school is a single storey building with wide corridors and several access points from outside. All entrances to the school are flat and all have wide doors fitted. There are wide door access to all classrooms and other areas. The hall is on the ground floor and is accessible to all. The main entrance features a secure lobby and has been fitted with a low reception desk, this being fully accessible to wheelchair users. There are disabled toilet facilities available, accessible for all, situated in the main corridor. This is fitted with a handrail and a pull emergency cord. There is a ramp to access the playground and music mobile. The school has internal emergency signage

and escape routes are clearly marked. On-site car parking for staff and visitors includes two dedicated disabled parking bays.

Management, Coordination and Implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority.

Phoenix School Accessibility Plan 2015-2018

Improving the Physical Access at Phoenix School

Physical

Buildings

- Wheel chair access throughout the building including Family Room, Children's Centre, Library, hall and Classrooms all accessible.
- Audible fire alarm
- Some specialist accommodation for 1:1 and small group work.
- Classroom available for small group support for children with additional needs, Therapeutic Play, Mentoring etc
- Disabled toilets
- Field accessible
- Sound Field System in place/Hearing Loop
- Area for additional lunchtime provision for vulnerable pupils
- Kitchen area for breakfast club and after school clubs

External

- Wheelchair access to all main internal building areas
- Wheel chair access around building and onto playground via ramp.
- Wheelchair access to Phoenix Nature Area requires crossing a grassed area
- Wheelchair access to music mobile requires crossing a grassed area from playground
- Disabled parking spaces available

Curriculum

- Obtain data on future pupil population to facilitate advanced planning
- Curriculum differentiated by task and outcome
- Liaison with external services and agencies (physical, sensory, learning & behaviour)
- Detailed pupil information shared with staff
- TA deployment to cover a mix of curriculum needs
- Special arrangements made for SATs (extra time applied for, use of amanuensis)

- Specialist resources available to support specific needs (clicker, scissors, rulers, writing slopes)
- Parent drop-in sessions/parent meetings
- Pupils involved in target setting and Provision Plans
- Peer mediator system to support vulnerable pupils
- Specialist teacher/TA's supporting learning and giving pastoral and inclusion support
- A range of interventions in place for pupils with a range of needs e.g. ASD, EAL etc
- All Staff and pupils receive INSET on dealing with a range of needs with school e.g. EAL support, ASD, Dyslexia
- Range of PE equipment to support children with gross motor difficulties

Provision of Information

- Information sent home regularly via letter, website, text or tweet.
- Notice board outside school gives information
- Class Newsletters
- Assemblies

Goals & Targets

Physical Accessibility

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
Progressive planned improvements to the physical environment of the school to improve accessibility	Funding	<ul style="list-style-type: none"> Ensure easy access for wheelchairs to Phoenix Nature Area Classroom environment clearly labelled and organised 	Persons with PD All users of classroom	cost	Improved accessibility for specific children Building is made as safe as possible for VI persons	

Curriculum Accessibility

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
Increase the extent to which disabled pupils can participate in the school's curriculum Setting suitable	Staff Development budget	<ul style="list-style-type: none"> Specific training in ASD and Dyslexia Audit of training in Fizzy Ed/Clever Hands for specific 	Identified Staff " Selected children		Staff confident to support individual pupil Improved staff expertise	

<p>learning challenges Responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils</p>	<p>Support Staff</p> <p>Staff Development</p> <p>Budget</p>	<p>TA's</p> <ul style="list-style-type: none"> • Groups of children following Clever Hands programme • Seek relevant advice to enhance curriculum for EAL – ASD and SPLD pupils • Purchase additional resources • All staff to receive disability training • Curriculum policies to be updated in respect of inclusion • Enhanced pastoral support for specific pupils • Regular SEN drop-ins • Work differentiated in pace style and content <p>Information to be displayed visually whenever possible</p> <ul style="list-style-type: none"> • Staff training in ASD 	<p>Identified Staff</p> <p>All staff</p> <p>Selected pupils</p> <p>Parents of SEN pupils</p> <p>All staff</p> <p>All pupils</p> <p>Teachers and TAs</p> <p>All teachers</p>	<p>On going</p>	<p>Improved co-ordination for these children</p> <p>Improved access for specific children</p> <p>Resources purchased and in use Improved knowledge and expertise Policies reflect inclusive practice Pupil survey Parent survey Children achieve at their level</p> <p>Staff able to understand the need for a broad range of teacher styles and strategies</p> <p>Improved staff confidence and expertise strategies used in curriculum throughout school</p>	
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Provision of Information

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
<p>Improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled</p> <p>Sharing of school information</p>	<p>Advice from physical sensory service and EAL service as required</p> <p>Internet</p>	<p>Improved provision of information</p> <ul style="list-style-type: none"> Identify materials Identify providers of 'translation' services Information about the school available in large print or on computer disc on request. 	<p>Pupils and parent/carers with disability</p> <p>Parents with disability</p> <p>All parents</p>	<p>On going</p>	<p>Pupils and parents able to access information in different formats</p> <p>Register of use of service and satisfaction survey</p> <p>Parents able to access information electronically and respond more.</p>	<p>SLT Govs</p> <p>Govs</p> <p>ICT Subject Leader Technician SLT</p>

Consultation on the plan

Issue plan for all staff to comment.

Bring main items of plan to School Council meeting for discussion, where appropriate.

Publicise the Plan

Refer to plan in Annual School Profile for Parents

Ensure the full plan is available on request in a variety of formats (large print and electronic).

Implementation

Implement the plan by allocating adequate resources in the financial plan.

Evaluate the Plan

Consider: Is there greater satisfaction of disabled pupils and their parents with the provision made for them?

- Evidence of the greater involvement of disabled pupils in the full life of the school
- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs
- Audit on the main curriculum areas
- Progressive improvement to the physical environment of the school
- Information for pupils available in a range of formats

Ensure The Future of the Accessibility Plan

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management
- Curriculum
- Information technology support services
- Staff training and associated services.