



# PHOENIX

## PRIMARY SCHOOL

### Accessibility Procedures and Plan

To be read with Trust Policy

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## 1. 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

We are committed to giving all our children every opportunity to achieve the highest of standards. This means providing an environment that value and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We do this by considering pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. We promote the individuality of all our pupils, irrespective of age, gender, ability, culture, race, language, religion or sexual identity.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our pupils.

The plan is available online on the school website, and paper copies can be provided 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff, parents and governors.

The Phoenix Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary, to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils; (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 such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- 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 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 timeframe.

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

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

## 2. 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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i>	Short Term	Annual review of curriculum offer	SLT/PL/Subject Leads	To be fully implemented in the new academic year.
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	Medium Term	To enable the curriculum to be accessible to all students	SENCo/PL/ CT	That there is no reason for any child to not participate in school life.
	<i>Curriculum resources include examples of people with disabilities.</i>	Short term	These will be sourced when students arrive at school	HT/SENCo	That the curriculum is developed in mind of any disabilities that arise.
	<i>Curriculum progress is tracked for all pupils, including those with a disability.</i>	Short term	Regular PPM and SEND PPM meetings, RRG cycles	HT/SENCo/PL/CT	Reviewed termly
	<i>Targets are set effectively and are appropriate for pupils with additional needs.</i>	Short term	Targets are set suitable for individuals ability	CT/SENCo	Reviewed termly
	<i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	Medium term	Annual review	SLT	To be reviewed to ensure inclusivity

	<p><i>NB. Because of the architectural layout of the Victorian building existing access to disabled people is limited. Ramp into the school will not give full access to all areas; also the lift will not give full access at first floor.</i></p>				
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Elevators</i></li> <li>• <i>Wide Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> </ul>	<p>Medium term</p> <p>Short term</p> <p>Short term</p> <p>Long term</p> <p>Short term</p>	<p>Ramps are to be reviewed to allow access to more of the building.</p> <p>Existing elevator is serviced at regular intervals.</p> <p>Corridors are to be kept free from obstruction.</p> <p>We do not have the space for these at this time.</p> <p>Disabled toilets are available on ground and first floor and</p>	<p>SLT/Govs</p> <p>HT/Prem Manager</p> <p>HT/Prem Manager</p> <p>HT/Govs</p> <p>HT/Prem Manager</p>	<p>That access can be achieved throughout the school.</p> <p>Elevator kept in good working condition.</p> <p>Unobstructed flow around the school.</p> <p>To provide spaces for disabled staff or visitors.</p> <p>To ensure adequate facilities for disabled people</p>

	<ul style="list-style-type: none"> <li>• <i>Reading book shelves at wheelchair-accessible height</i></li> </ul>	Medium term	<p>checked regularly.</p> <p>Access to the library is restricted due to the physical environment; new disabled friendly furniture is being ordered for class rooms.</p>	SLT	<p>around school.</p> <p>To allow access to disabled children in wheelchairs and walking frames.</p>
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	Short term	<p>This is all standard signage that is clear and large.</p>	SLT/Premises Manager	To ensure clear access and egress around school.
		Short term	<p>We use as standard easily readable text type. This is adapted to suit individual needs when required. At present we do not have any Induction Loops and do not use Braille. Where required coloured overlays and coloured paper is used in class. Pictorial and symbols are used in displays and in teaching.</p>	CT/SENCo	We will adapt and develop resources when the need arises.

	<ul style="list-style-type: none"> <li>• <i>Sign Language</i></li> </ul>	Short/Medium term	Is being taught with the use of an external agency to support Medway hearing impairment team	CT/SENCo/Outreach team	To allow most students to understand and communicate using basic signing.
	<ul style="list-style-type: none"> <li>• <i>Sensory Room</i></li> </ul>	Medium term	There is an increasing need to provide a range of sensory activities within a bespoke environment.	HT/SENCo/Premises Manager	To provide a facility that will be regularly used by children.

#### **4. Monitoring arrangements**

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and the Local Governing Body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three, basement, ground and first floor.	None	Premises Manager	On-going
Corridor access	All classrooms are accessed off of corridors.	All corridors are to be well maintained and clear from obstacles	CT and Premises Manager	On-going
Lift	Yes, with partial access.	To be serviced and inspected regularly	Specialist contractor	On-going
Parking bays	No	The school has no designated parking or the physical capability for them.	N/A	Nothing to be done in the immediate future
Entrances	Three	Only one leads to the disabled facilities from ground floor and lift to first floor.	N/A	Reviewed annually
Ramps	Two	Allowing access to both split ground levels.	Premises Manager	On-going
Toilets	Ambient and disabled on ground and first floor	Regular maintenance	Premises Manager	On-going
Reception area	Is located on a sublevel between ground levels.	Is accessible via steps and a ramp. Without substantial investment this will not be fully accessible.	HT/Govs	Nothing to be done in the immediate future
Internal signage	Regularly monitored	Updated and replaced when required	Premises Manager	On-going
Emergency escape routes	Identified in the Fire Escape Plan	Kept clear from obstacles and always	Premises Manager/Headteacher	On-going