



Phoenix Infant Academy
Together We Soar

Name of Policy	Accessibility Plan
Scope of Policy	This policy applies to all pupils, members of staff, parents and visitors at Phoenix Infant Academy
Approved by	Principal
Date of Approval	March 2021
Review period	Three Years
Review Date	March 2024

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

Accessibility plan

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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

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.

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.

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, parents, staff and Trustees.

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	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	We review the statutory policies to ensure they reflect inclusive practice and procedure where appropriate and comply with the Equality Act 2010.	Long term The statutory policies reflect inclusive practice and procedure where appropriate and comply with the Equality Act 2010.	To continue to review statutory policies.	Principal	Ongoing	All policies clearly reflect inclusive practice and procedure and comply with the Equality Act 2010.
	Our school offers a differentiated curriculum for all pupils.	Short Term All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.	The curriculum is continually adapted in response to changing needs as informed by the Inclusion Lead.	SLT	Ongoing	Pupils will make expected progress commensurate to their starting points and inclusive practice seen as part of learning walks.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	All staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most	Plan and deliver bespoke training opportunities with outside agencies when the need arises.	SLT	Ongoing	Staff are confident at using suggested strategies. Pupils benefit from an adapted delivery of curriculum appropriate

	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>vulnerable pupils.</p> <p>Medium Term</p> <p>Pupil Progress Meetings track the progress of all vulnerable pupils/groups and informs next steps.</p> <p>Medium Term</p> <p>Trip leaders are trained to accurately assess the potential risks of each educational visit.</p>	<p>Progress tracking is supported and monitored by the Assessment Lead with feedback given to all teaching staff.</p> <p>The EVC ensures individual risk assessments are carried out, highlighting the specific needs of each child with additional needs.</p>	<p>SLT</p> <p>EVC</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>to needs.</p> <p>Staff are confident and accurate when analysing data and setting targets.</p> <p>All pupils have access to first hand experiences such as educational visits and extra-curricular opportunities.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils, staff and visitors as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Lower window within the office lobby 	<p>Short Term</p> <p>Pupils with specific needs have all the appropriate equipment and furniture.</p> <p>Long Term</p> <p>Personal Evacuation Plans for identified</p>	<p>Develop PEEPs for specific pupils, where required, and all staff</p>	<p>Principal</p> <p>Inclusion Lead</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All pupils are physically supported and are safe and comfortable in their environment. They are able to focus and attend within a learning environment and make progress.</p> <p>All adults/visitors are able to access the school's facilities.</p> <p>All pupils are safe.</p>

		vulnerable pupils.	informed.			
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Visual timetables (classroom) • Individual schedules for children with communication difficulties • Makaton • Writing approach that incorporates active retell • Individual profiles for those with EHCPs • Home school communication books 	<p>Short Term</p> <p>Visual timetables and individual schedules are updated as required.</p> <p>Makaton training updates as required.</p> <p>Talk 4 Writing training as required.</p> <p>Individual profiles given to new attenders where appropriate.</p> <p>Home school communication books issued when appropriate and kept up-to-date.</p>	<p>All Teaching Assistants receive training on how to compile an effective visual timetable.</p> <p>All LSAs receive training in Makaton and are expected to use it daily.</p> <p>Designated LSAs are required to compile the profiles.</p> <p>Designated LSAs and parents are required to complete the books on a daily basis.</p>	Inclusion Lead	Ongoing	All children can access the communication of the environment and the delivery of the curriculum. They all make progress from their varying starting points.
	Information communicated to parents/carers is offered in a variety of languages.	<p>Short Term</p> <p>All correspondence offer translation if required.</p> <p>Bi-lingual staff support in meetings where necessary.</p>	All staff arrange for a bi-lingual translation (verbally or written) where necessary.	Whole staff	Ongoing	Parents are able to access information given by the school and engage with their children's education.
	Our school highlights the importance to all who work here of good communication systems.	<p>Long Term</p> <p>School priorities highlight importance of spoken language and vocabulary. All staff have received training</p>	All staff to receive school priorities yearly with regular training associated with each point, where necessary.	Principal	Ongoing	All children receive a good model of communication and make progress from

		on this.				their varying starting points.
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4. 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 Principal

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

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	Nil		
Corridor access	Good	Nil		
Lifts	N/A	Nil		
Parking bays	Front of the School	Nil		
Entrances	With Ramp to Entrance Door	Nil		
Ramps	Main Entrance & Play Ground	Nil		
Toilets	In each corridor	Nil		
Reception area	Adequate for Wheel Chair	Nil		

Internal signage	All in good condition	Nil		
Emergency escape routes	Evacuation Direction Signs in every corridor	Nil		