



Accessibility Policy and Plan

2016-2019

Review date: September 2019

Phoenix Infant Academy Accessibility Plan 2016-2019

Aim 1: Improving the Physical Environment at Phoenix Infant Academy to increase the extent to which disabled pupils can take advantage of education and associated services.

An Access Audit was carried out by Premises Team/Inclusion Team on 6th July 2016 and a number of recommendations were made.

Target	Strategies	Timescale	Success criteria
Improve physical environment of school	We will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, and more accessible facilities and fittings.	June 2017	Enabling needs to be met where possible.
Ensure visually stimulation environment for all children	Colourful, lively displays in classrooms and inviting role play areas	February 2017	Lively and inviting environment maintained.
Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IEP process. • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and at meetings. • Include questions in the confidential pupil information questionnaire about parents'/carers' access needs and ensure they are met at all events 	Ongoing	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Conduct parent interviews, liaise with external companies, identify training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed.	

Ensuring disabled parents have every opportunity to be involved.	<ul style="list-style-type: none"> Utilise disabled parking spaces for disabled parents to drop off and collect their children. Arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed.	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.
Continue to develop playgrounds and facilities	<ul style="list-style-type: none"> Look for funding opportunities 	Ongoing	Inclusive child-friendly play areas
To ensure driveway, roads, paths around school are as safe as possible	<ul style="list-style-type: none"> Communication with parents via safety messages/ letters/walk to school week. 	Ongoing	No accidents

Aim 2: To increase the extent to which disabled pupils can participate in the school curriculum.

Target	Strategies	Timescale	Success criteria
The review the statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing	All policies clearly reflect inclusive practice and procedure.
To establish close liaison with parents.	To ensure collaboration and sharing between school and families.	Ongoing	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs. EG Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel.	Ongoing	Clear collaborative working approach
To finely review attainment of all SEN Pupils	<ul style="list-style-type: none"> SENCO/ Class teacher meetings/ Pupil progress Scrutiny of assessment system 	Termly	Progress made towards IEP targets.
	<ul style="list-style-type: none"> Regular liaison with parents 		Provision mapping shows clear steps and progress made.

Aim 3: Improving the Delivery of Written Information at Phoenix Infant Academy

Target	Strategies	Timescale	Success criteria
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats	June 2017	<ul style="list-style-type: none"> • The school will be able to provide written information in different formats when requested for individual purposes. • Delivery of information for disabled pupils improved.
Make available school brochures, school newsletters, and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability of alternative formats when specifically requested.	June 2017	<ul style="list-style-type: none"> • All school information available to all those who request it. • Delivery of school information to parents and the local community improved.
Review documentation with a view to ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customised materials.	June 2017	<ul style="list-style-type: none"> • All school information available to all those who request it. • Delivery of school information to pupils and parents with visual impairments improved.
Raise the awareness of adults working at the school on the importance of good communications systems.	Arrange training courses.	June 2017	<ul style="list-style-type: none"> • Awareness of target group raised • School is more effective in meeting the needs of pupils.