



Accessibility Plan

Phoenix Community Primary School

Author: Rachel Leavey (Inclusion Leader)

Ratified by the Governing Body: April 2018

Due for Review: April 2021

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.

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.

Curriculum Accessibility

Target	Current Practice	Success Criteria	Actions to be taken	Completed by	Monitored by
<p>Include a variety of teaching styles and approaches</p> <p>Continue to develop Quality First Teaching</p> <p>Develop Behaviours for Learning</p>	<p>Usign guidance from Mainstream Minimum Standards, ensure that all Quality First Teaching strategies are used throughout the school with induction and support for new staff.</p> <p>Effective provision mapping undertaken by class teacher and impact measured.</p> <p>Develop independence and motivation of children.</p>	<p>Children are taught strategies to take control of their own learning.</p> <p>Rigorous evaluation of provision targets.</p> <p>Intervention has impact.</p>	<p>Recap in staff meeting Quality First Teaching.</p> <p>Teaching approaches are adapted to suit the needs of all children.</p> <p>Use provision map targets to monitor intervention targets and % of pupils achieving the target.</p>	September 2018	<p>Inclusion Leader</p> <p>SLT</p>
<p>Identifying and addressing potential barriers to learning for vulnerable groups</p>	<p>Dyslexia and ASD-friendly approaches to continue.</p> <p>Emphasis on classroom support for children with poor working memory.</p> <p>Focus on additional support/resources for disadvantaged children.</p> <p>Use a variety of strategies to differentiate.</p> <p>Class observations to ensure that needs of all pupils are being met.</p> <p>Pupil Progress and Target Setting meetings ensure all children have aspirational targets regardless of specific needs. Monitored through Pupil Progress Meetings.</p>	<p>Children are able to engage, participate and achieve regardless of individual needs.</p> <p>Gap between disadvantaged and non-disadvantaged to remain reduced.</p> <p>Children are taught strategies to take control of their own learning.</p> <p>Staff apply the correct standards to meet the needs of all children.</p>	<p>Class observations to include specific focus on disadvantaged children as well as SEN.</p> <p>Pupil Progress meetings and subsequent Provision Maps will ensure that any gaps in learning and appropriately targeted.</p> <p>Re-visit with all staff expectations around positive learning behaviours and mindset.</p>	Ongoing	<p>Inclusion Leader</p> <p>SLT</p>
<p>Effective Use of All Adults</p> <p>Teaching Assistants having a positive impact in terms of progress on all children</p>	<p>Teaching Assistant keep comprehensive and manageable data for the children they work with.</p> <p>Quantitative and qualitative data is used to inform and identify interventions.</p> <p>Teachers provide guidance to TAs to support learning and create a stimulating learning environment.</p>	<p>All TAs to meet the TA standards.</p> <p>All interventions are monitored and have an impact.</p> <p>Consistent approach to provision across the school to ensure maximum impact.</p>	<p>Monitoring of: Interventions - Provision Maps - Children's Books - Learning Walks</p> <p>Appraisal targets discussed with SLT</p>	Ongoing	<p>Inclusion Leader</p> <p>SLT</p> <p>Class Teachers</p>

	Regular targeted training to ensure appropriate strategies being used by all.	TA appraisal targets linked to School Improvement Plan. TAs feel supported through the appraisal process. TAs have a timetable showing how and where they are used. Effectiveness in-class support and development of learning.	Staff to attend training where relevant, to increase the progress of the children they work with.		
Increased knowledge of ASD, ADHD, Dyslexia, SLCN disorders	School following the Mainstream Minimum Standards. Specific staff to have targeted training. Teachers and TAs liaise with external providers as necessary. Detailed transition arrangements in place for specific children. Monitoring of classroom environment and use of adapted materials and equipment. Feedback sheets given following class observation. Appropriate assessments arrangements	Barriers for learning reduced for children with ASD, ADHD, Dyslexia in school. Children's needs are met despite a change of teacher/school. Learning is more accessible to all. All needs are catered for using appropriate strategies during formal assessments.	Updated training for all staff; evidence on provision maps to show that recommendations have been acted upon. Timetable transition events include TA meetings. Produce an access arrangements timetable for Kent Test, SATs detailing which children need additional time/special arrangements.	3 x annually	Inclusion Leader
Increased awareness of emotional literacy for pupils, staff and parents.	Whole teaching of PSHE. Specific children identified for emotional support work. Increased parental awareness. Parents are supported and signposted to relevant organisations in the event of relationship difficulties, loss of family members or parenting issues.	Children are more aware of feelings and emotions, able to express themselves. Improved self-esteem and social skills.	Learning Mentor to continue with sessions for identified children. Develop and establish nurture provision for the most vulnerable children.	Ongoing	Inclusion Leader Safeguarding Team

		<p>Class ethos and cohesions improved, and positive relationships developed.</p> <p>Parents feel that they are able to approach the school if they have concerns or need advice.</p> <p>Parents able to have regular support for family issues.</p>	Safeguarding Team to be aware of the Early Help referral process.		
Provision of scribe/reader in test situations	Staff trained to provide appropriate support in tests Adapted environment/materials where suitable. Reminders of flexible arrangements to be given before assessments.	Achievement in specific tests related to cognitive ability rather than literacy level.	Remind staff of access arrangements or special adjustments before each set of assessments.	At key assessment points	SLT
Improve basic skills of children with SEN	Provision of an additional TA with group work in SLCN, Dyslexia.	Early identification and improved results for identified children.	<p>Foundation Stage children identified with SLCN targeted for additional support.</p> <p>Identify and assess children using Language Link who may have language issues impacting upon their progress.</p> <p>Provide parents and staff with information to support and develop identified children's specific language needs.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SLCN TA</p> <p>Inclusion Leader</p>

Physical Accessibility

<p>Physical environment to suit individual needs</p>	<p>Need to ensure that children with mobility issues or broken limbs and appropriately supported and adaptations made.</p> <p>Consideration given to accessibility for some children relating to the physical environment, i.e. height of pegs, table and chair height, weighted cushions, lighting, screen colour, ear defenders, etc.</p> <p>Some outdoor areas are available for children to use for learning or reflection.</p>	<p>Children are able to access the curriculum and remain included in school life.</p> <p>Barriers caused by environmental issues reduced.</p> <p>Children benefit from fresh air and calm distraction-free space.</p>	<p>Risk assessments completed for children with broken limbs before they return to school.</p> <p>Risk assessments completed for children with mobility issues before a trip or special activity.</p> <p>Liaison and advice given by specialist teacher, OH Nurse, etc.</p>	<p>Ongoing</p>	<p>All staff</p>
--	---	---	---	----------------	------------------

Provision of Information

<p>To ensure that parents are participants in their children's learning</p>	<p>Most parents have an email providing information on term dates, newsletters and upcoming events.</p> <p>Parent/teacher consultations, ongoing parental meetings.</p> <p>Curriculum workshops</p> <p>SEN inclusion section on the school website to inform parents of policies, procedures and other information.</p> <p>Parents are able to see learning taking place via the school's Twitter feed.</p> <p>Consideration given to the fact that some parents of children with EAL or reduced literacy skills, might need support with reading or completing paperwork.</p>	<p>Parents kept up to date, informed and consulted on issues involving their children.</p> <p>Parents are able to work in partnership with the school in methods to support their children's learning.</p> <p>Parents are able to talk to their children about what they have been learning in school.</p>	<p>Parental Questionnaire</p> <p>FLO/Office staff provide face-to-face contact.</p> <p>Follow-up phone calls to ensure that information has been understood.</p>	<p>Ongoing</p>	<p>SLT</p>
---	--	--	--	----------------	------------