

Phoenix Park Academy

Accessibility Plan

Written by:	Ellie Phillips	Date: Sept 23
Next review due by:	Sept 2026	

Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit	7

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.

Phoenix Park Academy aims to provide both students and staff with a positive and supportive learning experience which promotes success and achievement in academic, social, moral and personal development. At Phoenix Park Academy we offer specialist holistic support for children experiencing behavioural, emotional and social difficulties. In addition, we are committed to supporting children with additional needs. Our staff team takes full responsibility to support the needs of all children throughout the school day. We strive to ensure that every student experiences success.

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.

Phoenix Park Academy works with the local authority to provide a full time education focused on improving life chances for pupils permanently excluded or at risk of permanent exclusion from mainstream schools in NE Lincolnshire.

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.

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.

Identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns relating to child or young person's behaviour are described as an underlying response to a need which Phoenix Park Academy will be able to recognise and identify clearly.

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 SEND	<p>Small class sizes with a teaching assistant in all classes.</p> <p>Time allocated after 2:30pm Monday to Thursday and 1pm Friday for teacher and TA to jointly assess and plan lessons</p> <p>Pupil learning plans in place to outline children's semh targets</p> <p>SENDCo in school to support staff with strategies based on observations in class and pupil voice.</p> <p>Curriculum progress is tracked for all pupils, including those with SEND</p>	<p>Increase confidence of all staff in differentiating the curriculum to meet the needs of all children</p> <p>Ensure curriculum tracking system and impact reports are developed and moderated across schools</p>	<p>Ongoing programme for ECTs and RQTs as required</p> <p>CPD programme including sessions from sendco on areas of send, trauma informed practice etc</p> <p>Comprehensive induction for new staff tailored to their role</p> <p>QA cycles inc lesson obs but also to involve teachers, sendcos in pupil review meetings to discuss individual plans inc spot to focus on in lessons</p>	<p>Sendco / EVP</p> <p>sendco</p> <p>EVP</p>	<p>Over the year</p> <p>Over the year</p> <p>Ongoing</p> <p>3x year</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>All children's</p>

	The curriculum impact is reviewed to ensure it meets the needs of all pupils.	Develop the curriculum to engage all learners with a broad and balanced curriculum to meet needs	<p>Pupil review meetings to be held at each data drop point to include EVPs and teachers.</p> <p>Continue to develop links with outside providers including work experience placements</p>	<p>EVP</p> <p>EVP</p>	<p>Following each calendared data drop</p> <p>ongoing</p>	<p>progress is tracked and individual pathways agreed for all children that are appropriate to their needs</p> <p>Curriculum is engaging and appropriate for all learners</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets 	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils and visitors as part of the admissions process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process</p> <p>Risk assessments</p>	<p>sendco</p> <p>EVP</p> <p>EP</p>	Ongoing	<p>Care plans/ access plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>

		<p>Layout of school to allow access for all pupils to all areas (with the exception of upstairs, however the classes can be moved if a child with a disability requires it)</p> <p>Ensure all disabled pupils and visitors can be safely evacuated</p> <p>Ensure hearing and visual environment in and out of classrooms is regularly monitored to support hearing impaired and visually impaired children</p>	<p>completed to ensure a disabled child can be safely accommodated.</p> <p>Develop a personal evacuation plan to ensure all staff are aware of their responsibilities in relation to disabled pupils</p> <p>Risk assessments completed to ensure children can be safely accommodated</p> <p>Seek support from LA HI and VI advisors in accommodating all children – pupil led</p> <p>Yellow lines added and maintained as per VI service advice- pupil led</p>	<p>sendco /EVP</p> <p>EVP</p> <p>sendco</p>	<p>As required</p> <p>As required by children on roll or visitors</p> <p>As required by children on roll</p>	<p>Access for all</p> <p>All disabled pupils and staff working alongside are safe in the event of a fire</p> <p>All children have access to the appropriate environment</p>
<p>Improve the delivery of information to pupils and parents with a disability</p>	<p>We are committed to supporting children with English as an additional language</p>	<p>Review information to parents/carers to ensure it is accessible.</p>	<p>Provide information and letters in clear print in “simple” Pastoral team will support and help parents to access</p>	<p>Senior admin Student guidance</p>	<p>During admissions and ongoing</p>	<p>All parents receive information in a form that they can access</p> <p>All parents are included in their child’s</p>

	<p>Staff induction to support staff in producing resources for children for example with ADHD and dyslexia.</p>	<p>Improve the delivery of information in writing in an appropriate format</p> <p>Ensure all staff are aware of guidance on accessible formats</p> <p>Provide information in other languages for pupils or prospective pupils</p>	<p>information and complete school forms</p> <p>Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment</p> <p>Guidance to staff on SEND including dyslexia in induction</p> <p>Access to translators, sign language interpreters to be considered and offered if possible.</p> <p>Signage in reception to include all languages found in the school</p>	<p>Admin Teachers sendco</p> <p>sendco</p> <p>sendco</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As required by children on roll</p>	<p>educational and personal progress including next steps.</p> <p>Excellent communication. Ongoing appropriate use of resources</p> <p>Staff produce their own resources that are accessible to all</p> <p>All parents feel welcome and part of their child's school.</p>
--	---	---	--	--	--	---

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 governing body and head teacher.

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

Park House

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Ensure availability of access to ground floor exits in case of emergency. Lift available for walking impaired.	All staff	Ongoing
Corridor access	Multiple	Corridors are wide enough for wheelchair access, or for mobility scooters. Corridors to be kept clear of clutter so that a safe exit can be made in case of emergency.	All staff	Ongoing
Lifts	0			
Parking bays	Multiple	The car park has 29 spaces plus 6 'drop off' spaces for taxi use in the morning.		Ongoing
Entrances	2	All entrances to be kept clear for emergency egress. All doors (fobs) will be released in the event of an emergency.	All staff	Ongoing
Ramps	0	Ramps not required for egress as all entrances at ground level		Ongoing

Toilets	4	There is an accessible toilet downstairs. All toilets to be kept clean and sanitary	Cleaning staff	Ongoing
Reception area	1	Reception area is large enough for a wheelchair or mobility scooter to navigate and exit in case of emergency.	All Staff	Ongoing
Internal signage	Various	All signage to be kept up to date and visible. Any damage to signage to be reported as per Defects Policy and repaired/replaced.	Site manager	Ongoing
Emergency escape routes	See signage	All emergency escape routes as per signage to be kept clear of clutter in case of emergency egress. Doors to be automatically released in case of emergency	Site manager	Ongoing

Phoenix House

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	Ensure availability of access to ground floor exits in case of emergency. Lift available for walking impaired.	All staff	Ongoing
Corridor access	Multiple	Corridors are wide enough for wheelchair access, or for mobility scooters. Corridors to be kept clear of clutter so that a safe exit can be made in case of emergency.	All staff	Ongoing

Lifts	0			
Parking bays	Multiple	The car park has 13 spaces. In addition to this there is 1 disabled parking space		Ongoing
Entrances	3	All entrances to be kept clear for emergency egress. All doors (fobs) will be released in the event of an emergency.	All staff	Ongoing
Ramps	1	Ramp on main entrance		Ongoing
Toilets	4	There is an accessible toilet in ks2 area. All toilets to be kept clean and sanitary	Cleaning staff	Ongoing
Reception area	1	Reception area is large enough for a wheelchair or mobility scooter to navigate and exit in case of emergency.	All Staff	Ongoing
Internal signage	Various	All signage to be kept up to date and visible. Any damage to signage to be reported as per Defects Policy and repaired/replaced.	Site manager	Ongoing
Emergency escape routes	See signage	All emergency escape routes as per signage to be kept clear of clutter in case of emergency egress. Doors to be automatically released in case of emergency	Site manager	Ongoing