



Phoenix Academy Accessibility Plan

3-year period covered by the plan: 2019 – 2022

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled students.

This plan sets out the proposals of Phoenix Academy's Local Governing Body to increase access to education for disabled students in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the:

- governors
- senior leadership team
- staff
- parents of any students involved

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA)

“a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities”.

Planning Duty 1

Increasing the extent to which disabled students can participate in the school curriculum

1. Provide training for all staff on delivery of the curriculum as required
 - Provide training to all staff on how to ensure all students within each lesson access the lesson content.
 - Demonstrate how differentiation is built into each of the schemes of work
 - SLT and the SEND team to work with class teachers to ensure that all lessons are accessible to all students
 - Teaching staff to liaise with teaching assistants to discuss lesson content in advance so that support is fully utilised

2. Differentiate resource access
 - Each subject area will provide suitable resources appropriate to each curriculum area
 - Use of interactive whiteboards to enlarge text to make it easy for all students to read
 - Where necessary, training to be provided to teachers of students with hearing difficulties on the use of visualizers that can be used in lessons. Also, consider the purchase of other technology that may support learning.
 - School to liaise with specialists and where necessary invite them in to meet with teachers of specific students to ensure their needs are met through a variety of teaching strategies and resources

3. Ensure equal access for disabled students to school clubs, school visits and extra-curricular activities
 - Risk assessment and planning of trips to include accessibility references
 - Analyse extra-curricular activities to ensure inclusion of learning support students and students with disabilities
 - Draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled students.

4. Ensure that all students feel supported and included within the school
 - Placed on the inclusion register, where necessary provide emotional support through learning mentors and counselling
 - Relevant professional within the school setting will ensure that we are providing support and access to curriculum for students with physical requirements

Planning Duty 2

Ensuring the physical environment of the school is suitable to increase the extent to which disabled students can take advantage of education and associated services:

Phoenix Academy is a multi-building school made up of single, two and three storey buildings. The school has lifts and ramps to make these floors accessible to all.

Planning Duty 3

Improving the delivery of information to disabled students (and parents)

We will continue to

1. Provide written materials in alternative formats as requested
2. Discuss with parents how to best ensure we continue our support

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