



# **PHOENIX PRIMARY SCHOOL**

# **ACCESS PLAN**

**2024-2027**

# **PHOENIX PRIMARY SCHOOL ACCESS PLAN**

This policy has been produced in line with The Equality Act of 2010 (chapter 4) which sets out the legal duty of schools to publish an accessibility plan with the following aims

- To increase access to the curriculum for children with disabilities
- To improve the delivery of information to children with disabilities
- To improve access to the physical environment of the school.

It is important to note that the law relating to disability differs slightly to that regarding other "protected characteristics".

It is not enough to treat people with disabilities and those without disabilities equally, it is often necessary to treat disabled people more favourably so that equal benefit can be obtained from provisions on offer. Phoenix Primary School strives for equity for all pupils.

## **Access to the School Curriculum**

### **In place:**

- All teachers and support staff have had the necessary training to teach and support disabled pupils. Staff training is ongoing.
- Classrooms are optimally organised to cater for disabled pupils.
- Adaptive teaching, differentiation and alternative curriculum are all employed as necessary to meet diverse learning needs.
- Teaching strategies allow for learning to take place and involve the children in tasks that can be achieved by the individual child, by the group or by the whole class.
- All pupils are encouraged to take part in a broad and balanced curriculum and subjects such as music, drama and PE are adapted as required for the individual.
- Staff recognise and allow for the additional time required to some pupils to use equipment in practical work.
- Teachers are very aware of the children's individual needs and do provide alternative activities or highly adapted activities to enable those children who cannot engage in activities to reach the same learning outcome in a different way.
- All school visits are open to all pupils irrespective of barriers to learning. On the rare occasion when activities are not open to groups of pupils for safety reasons an alternative activity that allows the same learning outcome to be reached will be planned and implemented.
- All teachers have high expectations of all pupils.
- It is part of our inclusion policy that all staff seek to identify and remove any barriers to learning and participation that can hinder or exclude individual pupils.

- The SENCo consults with outside agencies to seek help in providing other curricular opportunities outside of the National Curriculum to meet the needs of individuals, eg: speech and language therapy and mobility training.
- The school has access to the LA's Sensory Support Department and the SEN Assessment and Pupil Support Service for advice.
- 3 calm rooms (Nests) are provided around the school for pupils to calm, regulate and experience a quieter environment as needed. These are located upstairs next to the intervention rooms, downstairs in the room off the hall and downstairs in the class 7 corridor.

**Further Development:** (see detailed plan)

- An agreed programme of staff training regarding reducing barriers for children with Physical disabilities, medical needs, learning difficulties and challenging behaviours which make them or others unsafe.
- Acquisition of more resources for disabled pupils, eg. Adaptive Software.
- An agreed standard for SEND provision across the whole school.

**Access to the Physical Environment**

**In place**

- The layout and size of all areas on the Site allows access for all pupils, staff, and visitors. The building completed circa 2002 complies with modern accessibility requirements, other refurbishment & remodelling works within the school consider accessibility in the design.
- Wheelchairs can move about the school without experiencing barriers (except for restricted access for Safeguarding purposes.)
- If accessibility to any area is difficult for any pupil or staff member due to physical barriers the SLT, SENCo and Governors will formulate a plan which may involve moving a class to a more accessible area or improving the accessibility of the area that they are in.
- Emergency and evacuation systems are in place; however, some alarms sounders need upgrading to audio-visual (beacon); this will be addressed in our accessibility AMP programme. (ask Jay)
- Ramps allow full access to the Main Entrance & the Mobile Classroom. Both ramps do not meet current requirements & the main approach to the entrance requires some repairs & alterations to allow full access. (Completed) The ramp to the mobile classroom is currently blocked with a temporary barrier, SLT need to consider a formal plan for removal of this barrier should it become a barrier to accessibility in individual cases. (Completed)
- Décor around the school is kept neutral and low stimulation wherever possible.
- All areas, to which pupils have access are well lit.
- Furniture and equipment is selected, adjusted and located appropriately
- Disabled toilet facilities are provided in on both floors of the Main Building.
- Provision of a portable hearing loop in the Main Reception, that can be used in the Headteacher's Office, Meeting Room, etc., is now in place.

- Two fire drills have taken place to familiarise all children with the procedures, plans are in place and Children who require individual plans now have Personal Evacuation Plans (PEPs) written and held centrally by a member of SLT.

**Further Development:** (see detailed plan.)

- Pathways of travel around the site require minor works / adjustment to ensure safe passage, e.g. gullies for drainage on the front entrance to EYFS path.
- Emergency systems need to be visual as well as auditory throughout the facility.
  - Wheelchair and mobility audit of our physical provision to highlight areas to improve.

**Access to Communication.**

**In place:**

- All standard school communications are in Arial 12.
- Communication to parents and carers is... (Terri, Vicky, Jodie)
- The school offers information in alternative format where necessary to do so EG Email, phone calls, Face to face meetings or written communication. Translated versions of written communication is made available on request.
- Coloured paper and overlays are used if there is a particular problem with reading.
- Larger text is provided for those children or adults with visual impairment.
- Staff work with the LA sensory service to provide a range of adapted materials where these are needed.
- A group meets within the school to teach English to parents.

**Further Development:** (see detailed plan)

- Provision of information on audio tapes, in symbols or in Braille if required.
- A system to be developed for checking and accommodating communication needs (EG EAL, VI, HI) ahead of meetings with parents.

**Access Plan table:**

The following table is a summary of the school's targets for access improvements. This focuses on the main areas of concern and provides a management tool that can be monitored & improved as requirements dictate.

This Plan will be reviewed by the Governors (Buildings & Grounds) to ascertain this replacement plan's effectiveness and any alterations required following that review.

**PHOENIX PRIMARY SCHOOL  
ACCESS PLAN  
(Curriculum)**

<b>TARGETS</b>	<b>ACTIONS</b>	<b>SUCCESS CRITERIA</b>	<b>TIME</b>	<b>COST</b>	<b>GOALS ACHIEVED</b>
All staff in the school are knowledgeable about a range of barriers to learning and are equipped with strategies which will enable all pupils to access and succeed within the curriculum.	An agreed programme of staff training regarding reducing barriers for children with Physical disabilities, medical needs, learning difficulties and challenging behaviours which make them or others unsafe.	<ul style="list-style-type: none"> <li>• Staff in the school will demonstrate improved knowledge and confidence in removing barriers to learning.</li> <li>• All children in the school will have equal access to the curriculum.</li> </ul>	By July 26.	To be decided based on internal and external training and use of twilight, INSET or staff meeting time.	
Pupils with specific barriers to learning are able to access the curriculum more fully by making use of technology.	Acquisition of more resources for disabled pupils, E.G. Adaptive Software.	<ul style="list-style-type: none"> <li>• SLT, SENCo and computing lead have accessed appropriate training.</li> <li>• Specific needs across the school have been audited.</li> <li>• Appropriate tech has been made available for individual children.</li> </ul>	By July 26	Unknown (dependent on individual needs)	
To improve communication	Discreet audit of parents' disabilities, if any other needs (language barriers)	Comprehensive list of parents requiring alternative forms of	By July 25	Minimal / Nil Newsletter or questionnaire	

between home and school		communication or any physical need		<i>do you have any accessibility needs?</i>	
Availability of written materials in alternative formats	Teaching staff will make themselves more aware of the services available from the LA for converting written information into alternative formats.	The school can provide written information in alternative formats when and if required to do so.	by July 2025	Minimal / Nil Any required costs associated with improvements to be assessed	
A fully embedded agreed standard for including SEND learners throughout the school.	Staff meeting followed by communication of standards expected. Opportunities for resourcing and training to meet those standards. Termly school walk around to assess the presence of agreed standards.	All learners are equally able to access learning and the school environment.	By Dec 24	Staff meeting time costs.	

PHOENIX PRIMARY SCHOOL  
ACCESS PLAN  
(Physical environment)

TARGETS	ACTIONS	SUCCESS CRITERIA	TIME	COST	GOALS ACHIEVED
All staff to have a clear idea of how individuals can move around the school safely and freely.	Audit of access across the site including newly built areas and rearranged areas. To include: <ul style="list-style-type: none"> <li>• Wheelchair users</li> <li>• Limited mobility</li> <li>• Visually impaired</li> </ul>	Children, staff, parents and visitors can move freely and safely around the school.	July 2026	Unclear at present	
Tactile trail surface to internal stairs	Provision of physical tactile change of level guidance for the visually impaired	A facility with adequate physical & visual access information	July 2027	£1000	
Mobile Classroom ramp	Basic repairs required to make daily use safe and to provide a more permanent gate to prevent children from playing on the ramp.	Safer access to the Mobile	April 2025	£600	Improvement in the physical environment of the school allowing easier access
External (School site) and pathways of travel around the site require minor works / adjustment to ensure safe passage, e.g. gullies	School to assess current conditions of public footpath access from the nearest public transport 'drop-off' point & report deficiencies (defects, paving alterations, signage, lighting) to LCC.	BS8300 compliant approach to the school			

**PHOENIX PRIMARY SCHOOL  
ACCESS PLAN  
(Physical environment)**

<b>TARGETS</b>	<b>ACTIONS</b>	<b>SUCCESS CRITERIA</b>	<b>TIME</b>	<b>COST</b>	<b>GOALS ACHIEVED</b>
Access to 1 <sup>st</sup> floor for the visually impaired	Upgrade passenger lift with audio information (doors closing, first floor arrival, etc)	Improvement for the visually impaired	July 2026	£1,000	
Emergency systems need to be visual as well as auditory throughout the facility.	Discuss the feasibility of systems with governors and investigate systems operated by other schools in the authority.	Everybody present in the school building is able to exit safely and quickly in the event of an emergency.	July 2026.	Unknown	
Lighting	Replace toilet lighting controls (switches) with PIR activation	Compliant facility for the visually impaired	2025	£1,000	Physical Accessibility of the school improved for those with a visual and some physical impairment

**PHOENIX PRIMARY SCHOOL  
ACCESS PLAN  
(Communication)**

<b>Target</b>	<b>Action</b>	<b>Success criteria</b>	<b>Time</b>	<b>Cost</b>	<b>Goals achieved.</b>
All stakeholders/visitors in the school can access information shared regarding emergency evacuation.	Provision of information on audio tapes, in symbols or in Braille if required.	<ul style="list-style-type: none"> <li>• Staff in school are aware of differing communication needs within the school community.</li> <li>• The school community know how to share their communication needs and request an alternative approach.</li> <li>• Information is shared with the school community in a format that allows access for all.</li> </ul>	By July 2026	Unknown	
All stakeholders in the school can access meetings in school.	A system to be developed for checking and accommodating communication needs (EG EAL, VI, HI) ahead of meetings with parents	<ul style="list-style-type: none"> <li>• Staff running meetings are aware of the need to be sensitive to differing communication needs.</li> </ul>	By July 26	Unknown	

		<ul style="list-style-type: none"><li>• The school has developed a tool kit of ideas for supporting alternative communication needs EG Google translate, Widget.</li><li>• School meetings are accessible for all.</li></ul>			
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**Review date: July 2027.**