

Accessibility Plan for Phoenix Primary School

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

Access to the curriculum and participation in school activities

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities. In order to achieve this, staff training on how to meet the needs of pupils with specific disabilities are scheduled regularly throughout the year. Teachers plan for and differentiate activities to meet pupils' needs on a daily basis, with support staff also. In addition, reviewing resources and equipment that support children with specific needs are also budgeted for and utilised, when required. This includes ICT hardware and software.

The school has already:

- Provided further training and support for Teaching Assistants in supporting children on the autistic spectrum and dyslexia
- Included in pre-visit for residential school journeys the discussion of provision for any pupils with a disability ensuring that these pupils can participate on the trips.
- Ensured all staff are aware of and able to use SEN software as appropriate

During 2017-20 the school plans to:

- Provide specialist hardware and software for the use of pupils with a visual impairment
- Ensure that provision is made for children with disabilities in all of the trips (including residential) undertaken by the school
- Provide specific training for staff in Early Years on supporting children with a hearing impairment

Access to the Physical Environment

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community. Work is regularly reviewed by the premises and senior team in order to check for easy access in and out of the buildings. This includes clear lighting, lift operation checks and ramps for children in wheelchairs.

The school has already:

- Ensured that all staircases have secure, easy to grip hand rails.
- Provided disabled access to the ground floor by installing a ramp to the main school entrance
- Installed a disabled toilet and shower
- Installed a wheelchair lift on the Lower Site to give access to the upstairs classrooms.

During the 2017-20 the school plans to:

- Investigate impact of layout, environment and lighting on children with ASD or other additional need.
- Provide access for wheelchair users to the first floor of the Upper site through building expansion.
- Review and improve, where necessary, signage for people with a visual impairment

Access to Information

This involves improving the delivery of information to any member of the school community who has a disability

The school has already:

- Liaised with the Southwark Hearing Support team to receive support and training for staff in adapting work for hearing impaired pupils to support their reading
- Ensured that signage for exits etc. uses non written symbols (such as running man) to clarify meaning
- Provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities

During the 2017-20 the school plans to:

- Replace the sound system in use for assemblies, presentations to parents and children's performances
- Produce newsletters in alternative formats, e.g. large print, on line according to need
- Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate

Further information and advice

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Access to the Curriculum 2017-2020

| Area | Current Barrier | Objective | Actions | Time-Scale |
|--------------------|---|--|---|--------------------------------------|
| ICT | ICT hardware and software is not always appropriate or accessible for pupils with a disability ie. visually impaired | To ensure that all pupils have access to appropriate equipment and software for their needs | To purchase suitable hardware e.g. keyboards and appropriate software to support the needs of pupils with a visual impairment | Autumn term 2017 |
| Literacy | Texts in Key Stage 2 can be challenging and hard to access for children with EAL. | To ensure that there are a wider range of texts printed in a wider range of mother tongue languages. | Budget and purchase suitable texts in different languages for EAL children to access. | Autumn 2017 and onwards. |
| Early years | A number of children in Early Years are suffering from a fluctuating hearing loss caused by glue ear | To ensure that the children have maximum access to the curriculum | Training will be provided to all staff in Early years on recognizing hearing difficulties and supporting children with this condition | October 2017 and annually thereafter |

Access to the physical environment

| Area | Current barrier | Objective | Actions | Timescale |
|---------------------------------|---|---|---|------------------------|
| Classrooms and corridors | Children with ASD may find aspects of the environment affect their ability to learn | Identify and seek to address those barriers to learning | Investigate the impact of layout, environment and lighting on children with ASD or other additional need. | Summer term 2018 |
| Upper Site: Upstairs | There is only stair access | Including in the entire development of the Upper site. | During completion of Phase 2 of the expansion project, a lift is due to be put in to connect upstairs and downstairs; currently there is only access through a stair case | Approx. September 2018 |

Access to Information 2017-2020

| Area | Current Barrier | Objective | Actions | Time-Scale |
|-----------------------------------|---|--|---|---|
| School hall | The sound system is unreliable and outdated which means that some children and parents may be unable to hear what is being said in assemblies and presentations | To enable all members of the school community to hear clearly in assemblies, presentations and school performances | Replacement of the sound system in the school hall | Provision to be made in budget for 2017-18. Estimates to be obtained and new system installed by summer term 2018 |
| Communication with Parents | Some parents are not able to access the information sent out by school | To ensure that information the school provides is available to all parents | Ensure all letters from school are written in plain English and are printed in Arial font 12. A larger font should be provided on request. Newsletters will be published on the website | Immediate |
| Website | Not all parents appear to be able to access information on the school website. | To identify what the barriers are and seek to remove them | Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate | Spring Term 2018 |