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Lead Policy Holder	R Banks - Principal
Designated Advisory Board	Jill Bainton
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Version	Date of Change/Adopted	Reviewed by	Reason for change
1.0	July 2021	R Banks/Jill Bainton	New document
1.1	October 2022	R Banks/Jill Bainton	Changes to reflect material change
1.2	October 2025	R Banks/J Sloane	Changes to include annex, Big Red and material change

Contents:

1	Introduction
2	Mission Statement
3	Definition (Equality Act 2010)
4	Day to Day Activity
5	Relevant and Timely Actions
6	Curriculum
7	Priorities for 2021 - 2024
8	Physical Access
9	Written Information
10	Strategies

1. Introduction

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Principal of Phoenix Bay School is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

2. Phoenix Bay School Mission Statement

Phoenix Bay School is committed to raising achievement and enabling students to recognise their potential and to support them through a personalised and engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

This mission statement embodies our work at Phoenix Bay School. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Phoenix Bay School.

3. Definition (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities”. Physical or mental impairment includes sensory impairments and also hidden impairments. In the Disability Discrimination Act 1995 (DDA) ‘**substantial**’ means ‘**more than minor or trivial’**. ‘**Long-term’** means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the student’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.** All those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of students are therefore included in the definition.

4. Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects more of the following:

- mobility
- manual dexterity
- physical co-ordination

- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand the perception of risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the three year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The Phoenix Bay School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

5. The Accessibility Plan will contain relevant and timely actions to:

Increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); 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 or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

6. Curriculum – The Current Position

We believe that we will make good progress in the following areas:

- Phoenix Bay School data system is available for all staff
- Advanced planning for students based on good information from the Local Authority
- Liaison with external services and agencies regarding individual students (physical, sensory, behaviour)
- High quality student passports and risk assessments
- Providing tiered intervention
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis, laptops etc.)
- Developing outstanding learning and teaching across the school
- Progress Reviews enables all students to discuss their learning
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind- friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc
- Smaller teaching groups
- Development of mutual support and understanding between colleagues in working with students with disabilities

7. Priorities for 2025-28

- To continually assess and evaluate our curriculum to ensure it is accessible for students with disabilities
- To develop our outside learning area to include easily accessible play areas for children of all ages and ability.
- To encourage students to participate in student leadership opportunities
- To ensure that students, staff and parents are consulted to ensure the development of the Accessibility Plan
- Improve access to vocational areas for horticulture and animal care
- To develop increased vocational learning areas including; DT, Art, Barbering, Hair & Beauty, Music, PE and IT.
- To ensure that classrooms and resources are 'totally communication friendly'

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 within a reasonable timeframe; The forward plan will be developed in response to students, staff and other stakeholder's needs. The criteria for adapting existing or providing alternative arrangements will be assessed against individual's specific needs. This may include but not be limited to:

- Student passports and Risk Assessments
- Provision of adapted and/or alternative workplace furniture, fixtures and fittings to meet individuals needs
- Provision of adapted and/or alternative work equipment and tools to meet individuals needs
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

8. Physical Access – The Pavillion

In summary the school property meets the following material requirements;

- Level car park with ample parking
- Disabled access into the school
- Level internal circulation space
- All clear door widths suitable for wheel-chair access
- Compliant toilet facilities
- All areas of the school (interior and exterior) are wheelchair accessible

9. Physical Access – Big Red

In summary, the school property meets the following material requirements:

- Accessible level car parking down the side of the building (lower steps)
- Disabled access into the school
- Mostly level circulation space, and there is a ramp to access the upper area
- All doors clear widths suitable for wheel-chair access
- Compliant toilet facilities

- All areas of the school are wheelchair accessible (Interior and exterior, apart from the main entrance steps, however, there is a disabled access at the side of the building)

9. Written information -The Current Position

- Visual timetables are produced for students if necessary
- Class work is carefully differentiated to insure it is in line with student ability
- The Accessibility Plan is placed on the website
- Private rooms are available for Parents Evenings when required
- Newsletters to be completed half-termly in a suitable format

The Accessibility Plan relates to the key aspects of physical environment, curriculum and information. Whole school training will recognise the need to continue raising awareness for staff and directors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, and documents:

- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Relationship and Behaviour Policy Policy
- School Improvement Plan
- School Prospectus

10. Strategies

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

The School Prospectus will make reference to this Accessibility Plan.
The Accessibility Plan will be published on the school website.
The Accessibility Plan will be monitored by the Principal and Directors.