Phoenix Arch School

Kind, Curious, Creative and Collaborative

Accessibility Plan

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.
The school website will refer to the Accessibility Plan and information about our Accessibility Plan will be published in the Governor's Annual Repot to Parents (statutory).
The plan will be monitored through the Curriculum Committee of our governing body.

Review date July 2027

INTRODUCTION

Phoenix Arch School is committed to providing an environment that enables full curriculum access that includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
At Phoenix Arch we are committed to taking positive action in the spirit of the **Equality Act 2010** with regards to disability and to developing a culture of inclusion, support and awareness within the school.
The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.
The Phoenix Arch School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

KEY OBJECTIVE OF PLAN

Our key objective is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils, parents and staff with a disability.

CONTEXTUAL INFORMATION

The school has pupils with ASD and associated needs, which may include conditions such as OCD and Sensory needs. When a pupil starts Phoenix Arch the school receives detailed EHC plans for pupils which identifies pupil's needs. The school works closely with parents and carers to ensure a smooth transition is planned. The whole building is accessible for wheelchair use with an identified evacuation plan for anyone with reduced mobility.

WHAT THE POLICY DOES

The accessibility plan will contain relevant and timely actions to:

1. Increase access to the curriculum for our pupils e.g. Expanding the curriculum as necessary to ensure that pupils are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in lunch time clubs' leisure and cultural activities or school visits
2. Improve access to the physical environment of the school. This includes fire drills and access by road,
3. Improve access to communication.

SUMMARY OF ACHEIVEMENTS TO DATE

- Ongoing training to use Makaton, Social Stories and attention Autism.
- Speech and Language Therapist overseeing and implementing language groups for class as appropriate and 1:1 individual sessions for some pupils as identified in their EHC.
- Occupational Therapist overseeing OT programmes and delivering therapy as appropriate for all pupils with OT needs.
- Sensory profiles for identified pupils and identified parents.
- Low trikes on playground support OT plans and developing inclusion for those not able to access bicycles, upper body and lower body driven.
- Epilepsy, Allergy Anaphylactic Shock and Asthma training for all staff.
- All pupils have sessions with Brent's Road Safety Officer to develop life skills.
- Y6 pupils receive Travel Training as part of their Transition Plan.
- Acoustic ceilings and boarding fitted in the lunch hall, gym, corridors and KS1.
- Carpet fitted throughout corridors to reduce noise and to provide a non-slip safe environment for pupils who may drop to the floor.
- A Safe space for pupils at risk of harming themselves or others
- A lift to upper floor which is compliant with Health & Safety guidance.
- A safe and secure playground offering a range of areas to explore learning including an Art Hut, quiet zones with screening. Climbing frame and pitches.
- Individual music lessons as appropriate for all children in addition to class music sessions.
- Communication to parents via Text, interpreter, phone and face to face. Home visits when required. Home /school communication books.
- Delivery of the Cygnet Plus programme for parents and carers to explore their understanding of autism.

ACTION PLAN IMPROVING ACCESS TO THE CURRICULUM				
TARGET	STRATEGIES	RESOURCES	TIME FRAME	SUCCESS CRITERIA
Increase confidence of all staff in differentiating the curriculum.	Observations, Learning walks, book surveys, planning folders assessed	SLT Governors	Ongoing as monitoring timetable	Raised staff confidence in strategies for differentiation and increased pupil participation.
Improve use of ICT software to support learning	Make sure software installed where needed.	ICT Coordinator	Ongoing	Wider use of Active Inspire in all classrooms. Staff consistent use of Proloque for pupils identified by SaLT
Pupil's access to the curriculum is increased because they attend school more regularly/punctually.	Monitor attendance Identify individuals /set targets	SLT Class Teams Assemblies PSHE	Ongoing	Improved attendance /punctuality for specific pupils.
Pupils' access to the curriculum is increased because there is a reduction in fixed term exclusions	Reflection /time out, 1:1 room in place for specific pupils. Day visit to farm	SLT Class Teams Assemblies PSHE	Ongoing	Reduced fixed term exclusions
Ensure all pupils have access to offsite experiences that expand knowledge, reinforce the curriculum and forge wider community links each term.	Trips, offsite walks, cycling in locality, local church, temple visits.	SLT Class Teams Governors	Ongoing Termly	All classes have regular trips out. Evidenced in writing samples/ Assessments. (Recounts)
IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL				
Ensure fire procedure take account of specific pupils.	Ensure that appropriate provision and places of safety have been established.	Fire safety plan Child risk assessments	Termly fire drill in place. Ongoing	Clearly recognised procedures to meet the needs of identified pupils in case of fire.
Road marking outside the school that indicates there should be no parking.	Ensure that there is always clear access to the school.	Road Safety Officer SLT LBB	Ongoing	Markings in place Local authority to repaint Zebra crossing outside the school.
Develop the outdoor learning environment including the outdoor classroom and pond area to enhance sensory regulation, communication,	Apply for targeted funding and commission specialist expertise to design, improve, and future-proof key outdoor spaces	Apply for suitable funding streams to support outdoor development. Audit existing spaces,	Autumn term	External funding secured to support outdoor development.

and experiential learning across all curriculum pathways.		focusing on the outdoor classroom, pond area, bug hotel and sensory zones. Work with external specialists to design improvements and ensure safe, accessible layouts.		Audit completed and a clear action plan agreed by SLT and governors. Outdoor classroom and pond area improved with visible curriculum and sensory benefits. Increased pupil engagement and improved regulation evidenced through observations and behaviour data.
IMPROVING DELIVERY OF COMMUNICATION				
Develop visual timetable in all classes, broken down into sessions e.g. first next where necessary.	Audit current provision in each class and how it is used. Learning walks/ observations	SALT SLT	Ongoing	Visual timetable to be used throughout the school in identified classes.
Pupils' access to the curriculum is increased through the use of alternative written formats. Pupils to access recording devices to ensure pupils are not limited by what they can write.	All staff are aware of pupil's different learning styles and plan personalised lessons.	SALT Class teams SLT	Ongoing	Information made available in different forms. Increased access to the curriculum for all pupils.
Review information sent to parents and carers to ensure it is accessible,	Provide information in letters in clear simple language. Support to help parents to access information and complete forms.	School Office SLT	Ongoing	All parents are able to access information they receive. All parents feel able to approach the school for help to access information. Fill in forms.

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