Phoenix Arch School

Kind, Curious, Creative and Collaborative

Equality Information and Accessibility Objectives

2026–27

School	Phoenix Arch School
Document owner	Headteacher
Responsible body	Governing Body
Approval	Governing Body – September 2026
Annual review	September 2027
Full objectives review	September 2030, or sooner if required

Key legislation and guidance

Equality Act 2010
Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
Children and Families Act 2014
SEND Code of Practice: 0 to 25 years
Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018

1. Purpose and school context

Phoenix Arch School is a maintained special school for autistic pupils from Reception to Year 6. Every pupil has an Education, Health and Care Plan. Pupils have a wide range of communication, sensory, physical, medical, social, emotional and learning needs, including pupils with severe learning difficulties and complex needs. Equality at Phoenix Arch therefore means removing barriers, making reasonable adjustments and enabling each pupil to participate, communicate, learn and belong.

Our values – Kind, Curious, Creative and Collaborative – guide how pupils, families, staff, governors, visitors and partners are treated. We recognise that treating everyone fairly does not always mean treating everyone in the same way. Support is personalised so that pupils can access education safely and with dignity.

2. Core principles

- **Equal access:** We give every pupil meaningful access to the curriculum, school activities, facilities and wider opportunities, with support matched to individual need.
- **No discrimination**: Opposing all forms of bullying or unfair treatment related to SEN pupils, learning difficulties, or disabilities.
- **Reasonable adjustments:** We make proactive and anticipatory adjustments to remove physical, sensory, communication, emotional and learning barriers. We do not wait for a pupil to fail or become distressed before considering what needs to change.

3. Key school commitments

- **Inclusive teaching:** Lessons, communication, resources, environments and assessment are adapted so that every pupil can work towards ambitious, personally meaningful outcomes.
- **Progress and wellbeing:** Leaders and teachers monitor learning, EHCP outcomes, attendance, participation, wellbeing and safeguarding information to identify and address differences in experience or outcome.
- **Working together:** Parents, carers, pupils and relevant education, health, therapy and social care professionals contribute to planning, review and decision-making.

4. Public Sector Equality Duty

In exercising its functions, Phoenix Arch School has due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The way individual provisions apply differs according to whether the context concerns pupils, employees or other members of the school community.

5. How Phoenix Arch promotes equality

- We maintain high expectations for every pupil while recognising individual starting points, communication profiles and support needs.
- The Orchard, Hedgerows and Woodlands pathways provide ambitious and appropriately adapted routes through the curriculum. Movement between pathways is needs-led.
- Education, Health and Care Plan outcomes inform provision, targets and review. Teaching is supported by speech and language therapy, occupational therapy, ELSA and other specialist input as appropriate.

- Total communication approaches, including speech, Makaton, Widgit symbols and communication technology such as Proloquo, help pupils express choices, needs and views.
- Reasonable adjustments are considered for learning, behaviour support, attendance, assessment, trips, residential experiences, performances, sport and wider school life.
- The curriculum, assemblies, books, displays, visitors and enrichment activities promote positive representation, cultural understanding and respect for different families, identities, faiths and backgrounds.
- Bullying, discriminatory language, harassment and victimisation are challenged, recorded and addressed through safeguarding and behaviour procedures.
- Parents and carers are involved through target-setting meetings, annual reviews, workshops, celebrations, surveys and individual communication.
- Recruitment, development and employment decisions are made fairly, with reasonable adjustments for disabled applicants and employees.

6. Accessibility

The school's Accessibility Plan provides the detailed three-year programme for increasing disabled pupils' participation in the curriculum, improving the physical environment and improving access to information. This statement complements, but does not replace, that plan.

- Curriculum access is planned through small-step sequencing, adapted teaching, sensory regulation, specialist resources and personalised communication.
- The physical environment is reviewed with regard to access, safety, sensory needs, personal care, medical needs and pupils' developing independence.
- Information is provided in accessible formats where required, including simplified language, symbols, visuals, large print, electronic formats or verbal explanation.
- Families may request a paper copy or an alternative accessible format of published information without charge.

7. Equality information and monitoring

The Governing Body and senior leaders consider equality when making decisions and reviewing school performance. The school uses proportionate information including attainment and progress, attendance, exclusions and suspensions, safeguarding, bullying and discriminatory incidents, participation in enrichment, complaints, workforce information and the views of pupils, parents, carers and staff.

Because Phoenix Arch is a small special school, information is aggregated and anonymised. The school will not publish data where individuals could be identified. Leaders consider the interaction between disability and other characteristics rather than assuming that autism or SEND explains every difference in experience or outcome.

8. Responsibilities

- The Governing Body provides oversight, approves objectives and reviews progress and impact.
- The Headteacher ensures that the Public Sector Equality Duty is embedded in leadership, policy, curriculum, employment and resource decisions.
- Senior and middle leaders implement the objectives, analyse evidence and address barriers within their areas of responsibility.
- All staff model respectful behaviour, make reasonable adjustments, challenge discrimination and report concerns promptly.
- Pupils are supported to understand rights, difference, respect and belonging in developmentally appropriate and accessible ways.

9. Equality and accessibility objectives 2026–27

Progress against these objectives will be reviewed during the year and reported to the Governing Body. The published equality information will be updated annually. The objectives will be replaced no later than September 2030, or sooner where evidence, consultation or changes in need make this appropriate.

Objective 1 Consistent disability and communication practice

Target	All class-based staff understand pupils' individual communication, sensory, medical, behavioural and learning needs and use agreed approaches consistently.
Strategy	• Provide structured induction and annual updates in safeguarding, positive behaviour support, risk assessment, medical needs, allergy awareness and total communication. • Use EHCPs, communication profiles, behaviour support plans and healthcare plans to inform classroom practice. • Monitor implementation through learning walks, supervision, incident review and pupil progress meetings.
Timescale	Induction on appointment; core updates by December 2026; monitoring termly.
Responsibility	Headteacher; Deputy Headteacher; SENCO; Therapy and Inclusion staff; class teachers.
Intended outcome	Staff can identify barriers and use agreed adjustments confidently. Pupils experience safer, more consistent support across settings and adults.
Impact measure	Training completion; monitoring evidence; reduced avoidable incidents; progress towards EHCP and personalised targets.

Objective 2 Equitable access to an ambitious curriculum

Target	Every pupil can participate meaningfully in an ambitious curriculum through the pathway and adaptations that best meet their current needs.
Strategy	• Embed the Orchard, Hedgerows and Woodlands pathways with needs-led movement between them. • Use small-step teaching, concrete resources, assistive communication, sensory regulation and specialist input. • Review access to subject learning and enrichment through planning, assessment, work scrutiny and pupil-level review.
Timescale	Throughout 2026–27; curriculum review termly; annual evaluation July 2027.
Responsibility	Headteacher; Deputy Headteacher; SENCO; Curriculum and subject leaders; class teams.
Intended outcome	Pupils are engaged, appropriately challenged and able to demonstrate learning in different ways.

Impact measure	Pathway and EHCP target progress; participation evidence; lesson and work review; pupil and family feedback.

Objective 3 Participation and belonging beyond lessons

Target	Pupils with different needs and backgrounds participate equitably in trips, sport, music, performances, outdoor learning, residential experiences and pupil voice.
Strategy	• Plan reasonable adjustments at the outset rather than after a barrier arises. • Use communication and sensory profiles in risk assessments and event planning. • Review participation patterns and seek pupil and parent feedback, using accessible methods.
Timescale	Baseline by December 2026; review after major events and termly; impact evaluation July 2027.
Responsibility	Senior Leadership Team; Personal Development Lead; PE and Music leads; class teachers.
Intended outcome	Pupils experience a wider range of opportunities, positive relationships and a stronger sense of belonging.
Impact measure	Participation records by activity; reasons for non-participation; pupil voice; parent feedback; evidence of successful adjustments.

Objective 4 Representation and respectful relationships

Target	Curriculum content, resources and the school environment reflect the cultural and family diversity of the community and develop respect for protected characteristics.
Strategy	• Audit books, displays, assemblies and curriculum resources for representation and accessibility. • Build equality, anti-racism, disability awareness and respectful relationships into PSHE/RSHE, assemblies and enrichment. • Record and analyse prejudicial language, bullying and discriminatory incidents and respond through education, safeguarding and behaviour systems.
Timescale	Audit by December 2026; actions implemented by July 2027; incident review termly.
Responsibility	Headteacher; PSHE/RSHE Lead; Literacy Lead; subject leaders; safeguarding team.
Intended outcome	Pupils see themselves and others represented positively and are supported to develop respectful relationships.
Impact measure	Completed audit and resulting actions; curriculum evidence; incident patterns and follow-up; accessible pupil voice.

Objective 5 Accessible partnership with families

Target	Parents and carers, including those who face language, disability, digital or confidence barriers, can understand information, contribute views and take part in school life.
Strategy	• Ask families about communication and accessibility requirements and record agreed adjustments. • Offer clear information in alternative formats or with explanation, interpretation or supported completion where reasonably required. • Use target-setting meetings, annual reviews, workshops, celebrations and surveys to widen engagement and act on feedback.
Timescale	Needs reviewed on admission and at least annually; engagement reviewed termly; impact evaluation July 2027.
Responsibility	Headteacher; SENCO; Family Support and administration teams; class teachers.
Intended outcome	Families can participate meaningfully in decisions and have confidence that their views influence provision.
Impact measure	Attendance and engagement patterns; requests for adjustments met; survey and qualitative feedback; actions arising from consultation.

10. Publication and review

This document will be published on the school website and made available in an accessible format on request. Progress will be reviewed by senior leaders and governors. Equality information will be updated annually and equality objectives at least every four years.

This document should be read alongside the Accessibility Plan, SEND Information Report, SEND Policy, Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Curriculum information, Complaints Policy and relevant employment policies.