



Phoenix Academy

Accessibility Plan

February 2021

Review Date: February 2022

Accessibility Plan – Identifying Barriers to Access

Organisational	Completed	In Progress	Under Discussion	Not Yet Addressed
Preparation for entry into the Academy. (<i>Admissions Policy – within the resources of the Academy and Pre-Admission Information Pack</i>)	X			
Grouping of pupils (<i>by year group and differentiated lesson plans in place plus individual support as required</i>)	X			
Homework policy and practice (<i>Policy in place</i>)	X			
Academy discipline and sanctions (<i>reference Behaviour Policy</i>)	X			
Exclusion procedures (<i>reference Behaviour Policy</i>)	X			
Academy clubs and activities (<i>full access as relevant also reference, e.g off site visits policy</i>)	X			
Academy trips including overseas visits, are made accessible to all pupils irrespective of attainment or impairment (<i>trips policy and risk assessments</i>)	X			
The Academy's arrangements for working with other agencies	X			
Academy Policies – e.g. Peer on Peer Abuse, SEN policies, health and safety are in place and reviewed annually	X			

Accessibility Plan – Physical Access

Organisational	Completed	In Progress	Under Discussion	Not Yet Addressed
Classrooms are organised for disabled pupils	X			
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, dining area, and outdoor sporting facilities, playgrounds – allow access for all pupils	X			
Pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.	N/A			
Pathways around the Academy site and parking arrangements are safe, routes logical and well signed.	X			
Emergency evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities, including alarms with both visual and auditory components.	X			
Non-visual guides used, to assist people to use buildings including lifts with tactile buttons.	N/A			
The décor or signage is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.	X			
All areas to which pupils should have access are well lit	X			
Steps have been made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment.	N/A			
There is ease of access to all Academy facilities.	X			
Activities to support the curriculum (e.g. drama group visiting the Academy) have appropriate risk assessments in place to ensure equality of access.	X			
Sports activities are available to all.	X			
The Academy has in place emergency procedures which takes into account the needs of all pupils	X			

Accessibility Plan – Curriculum Access

Organisational	Completed	In Progress	Under Discussion	Not Yet Addressed
Lessons provide opportunities for all pupils to achieve.	X			
Teachers and Teaching Assistants have the necessary training to teach and support disabled pupils.	X			
All lessons are responsive to pupil diversity.	X			
Lessons involve work to be done by individuals, pairs, groups and the whole class.	X			
All pupils are encouraged to take part in music, drama and physical activities.	X			
Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.	X			
The Academy provides access to computer technology appropriate for students with disabilities.	X			
Classroom organisation allows for the needs of all pupils.	X			
Timetable design takes note of any pupil who may have a disability or a special educational need.	X			
All pupils are given consideration for assessment and exam arrangements.	X			
All pupils are prepared for the next phase of education.	X			
Staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading	N/A			
Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	X			
There are high expectations of all pupils.	X			
Staff seek to remove all barriers to learning and participation (<i>reference Equal Opportunities Policy</i>)	X			

Accessibility Plan – Information Access

Organisational	Completed	In Progress	Under Discussion	Not Yet Addressed
Information is provided (as necessary) in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information.	X			
The Academy can produce written information in different formats (as required)	X			
Staff are familiar with technology and practices developed to assist people with disabilities	X			
All staff, pupils and parents have access to information.	X			

Access Plan – Information Access

Time Scale	Targets	Activities	Outcome	By When	By Whom	Success Criteria
Short Term						
Curriculum						
Medium Term						
Long Term						

Access Plan – Curriculum Access

Time Scale	Targets	Activities	Outcome	By When	By Whom	Success Criteria
Short Term						
Information Access						
Medium Term						
Long Term						

Access Plan – Physical Access

Time Scale	Targets	Activities	Outcome	By When	By Whom	Success Criteria
Short Term						
Medium Term						
Long Term						

Accessibility Plan – Key Recommendations

	Key Recommendations
Physical Access	
Curriculum Access	
Information Access	