



Accessibility Policy

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Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“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”.

1. Purpose and Direction of the Plan

Phoenix Academy, as part of our Equality Policy is dedicated to ensuring the school is accessible to all.

The aim of “The Accessibility Plan” is to work, year by year, on activities that improve the school premises and services to meet and match the statements in these documents.

Information on the statutory duties that the school is meeting with this plan is available at: <http://www.education.gov.uk/accessibility/a005231/accessibility-statement>

It is the duty of the Governors and the Headteacher to monitor the successful implementation of the “The Accessibility Plan”.

Success criteria include:

- Completion of planning activities
- Satisfactory measurement of the effectiveness of activities.
- Reductions in any complaints about accessibility in the school.

The main Priorities of the Accessibility Plan

1. General

Governors and staff to maintain their awareness of disability, including the implications of the Disability Discrimination Act to comply with their Disability and Equality Duty (DED). All School Improvement Plan projects to meet Disability Discrimination Act requirements of the DED. It pays due regard to the school Special Educational Needs and Equal Opportunities policy.

2. Curriculum

All staff and volunteers maintain their awareness of the DED in relation to equality of access to curriculum including trips and after school activities.

As children’s special needs are identified, appropriate measures are assessed using expert advice where necessary, to develop the children as independent learners within the bounds of their disability.

The Special Educational Needs Co-Ordinator should monitor the SEN Departments on-going achievement of any child identified as needing special intervention because of their Special needs.

3. Physical Environment

All staff maintain their awareness about ensuring the accessibility of the physical environment

Any new work on buildings and outdoor areas is fully in line with the DED

Health and Safety audit monitors accessibility and medical Conditions and needs are assessed on an individual basis.

4. Communications

The school maintains a record of all pupils and adults accessibility needs.

All school communications meet the requirements of the DED

Fire alarm procedures are audited in line with the DED

Parents and carers views are sought in line with the DED

5. Making it happen

i. Management

See the Accessibility Project Plan for details of activities and success criteria. The Headteacher is responsible for management of the plan.

ii. Implementation

The Accessibility Plan will be monitored by Governors. A report will be made on the Accessibility Plan annually as part of governors' overall monitoring.

6. Linked Policies

This plan will contribute to the review and revision of related school policies, e.g.

- School development plan
- Building and site development plan
- SEN policy
- Equality Policy
- Curriculum policies

7. Action Plan

See attached (Appendix 1)

8. Publication and availability of the Plan

The Accessibility Plan will be made available in the Governors Information and the parental policies section on the school website and is available from the school office.