

**Inclusion** is at the  
**heart** of our trust



# Accessibility Plan



Document control table	
Document Title	Accessibility Plan
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Version number:	
Date approved:	
Approved by:	Headteacher
Date of next review:	(3 years)

Document History			
Version	Date	Author	Note of revisions
1	January 2025	F Cooper	New Policy
2			



## Introduction

This plan outlines how Philips High School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The Senior Leadership Team also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

### 1. Roles and responsibilities

#### 1.1 The headteacher will be responsible for:

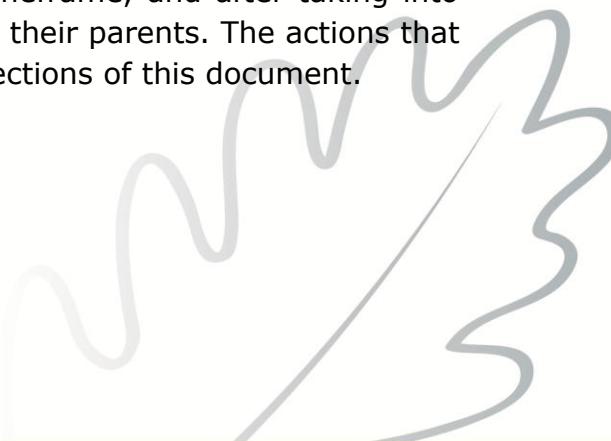
- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the trust, LA and external agencies to effectively create and implement the school's Accessibility Plan.



- 1.2 The SENCO will be responsible for:
  - Working closely with the headteacher and senior leadership team to ensure that pupils with SEND are appropriately supported.
  - Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.
- 1.3 Staff members will be responsible for:
  - Acting in accordance with this plan at all times.
  - Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
  - Ensuring that their actions do not discriminate against any pupil as a result of their disability.

## 2. The Accessibility Audit

- 2.1 The senior leadership team will undertake an annual Accessibility Audit. The audit will cover the following three areas:
  - Access to the curriculum – the senior leadership team will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
  - Access to the physical environment – the senior leadership team will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
  - Access to information – the senior leadership team will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 2.2 When conducting the audit, the senior leadership team will consider all kinds of disabilities and impairments, including, but not limited to, the following:
  - Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
  - Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
  - Visual disabilities – this includes those with visual impairments and sensitivities
  - Auditory disabilities – this includes those with hearing impairments and sensitivities
  - Comprehension – this includes hidden disabilities, such as autism and dyslexia
- 2.3 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 2.4 All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.



## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	To develop an effective and empowering curriculum that it is inclusive and ambitious.	Audit of the curriculum/ QA process/ CPD	Headteacher, SLT, teachers SENCO	Spring 2025	Implementation of the curriculum is fully inclusive. Barriers to learning are overcome by quality first teaching.	Summer 2028
Medium term	Continue the analysis of the granular curriculum across the school to support curriculum departments to fully understand how to chunk individual skills and knowledge.	CPD/ staff training/ Trust reviews/	Headteacher, SLT, teachers SENCO	Summer 2025	Implementation of the curriculum is fully inclusive. Barriers to learning are overcome by quality first teaching.	Summer 2028
Long term	Develop alternative methods of recording and normal way if working for students.	School resources, ICT equipment, Access Arrangements testing	Headteacher, ICT manager, exams officer/ Access arrangements coordinator SENCO	Autumn 2026	Pupils have access to adjustments and resources as part of their normal way of working, across school- lessons and exams.	Spring 2028

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Signage around the school both inside and outside the school building.	Audit of the internal and external signage	HT, BM, SENCO	Spring Term 2025	Access to the building is made easier and safer for anyone with a disability	Summer 2028
	To ensure disabled parking on site is clearly labelled and available.	To review the parking and allocate disability parking spaces	HT, BM	Spring Term 2025	Access to the building is made easier and safer for anyone with a disability	Summer 2028
	To continue to ensure that all medical needs of all pupils are met.	To regularly review medical plans, communicate changes with parents, liaise with external agencies and identify any training needs.	Senco, SEN Manager	As required	All medical needs are met Pupils are able to fully access education	Ongoing
	To ensure classroom layout reflects inclusive practice and H&S measures.	Regular reviews of seating plans, reminders to teachers of need to tidy classrooms.	BM, HT, SLT, HoD	Ongoing	Full engagement in lessons. H&S risks minimized.	Ongoing

Medium term	To improve the physio room and facilities	To review the facilities, get quotes for upgrade and present to CEO,CFO.	BM, HT	2025	Facilities can fully support pupils with physical disabilities.	Autumn 2025
Long term	To ensure any future changes to the premises promote full accessibility for pupils with any disabilities wherever possible	Discuss any future changes with the SENDCO.  Contractors made aware of accessibility needs.	BM, HT, SENCO	On going and as required.	Pupils and staff are able to access the building and outside areas.	Ongoing

### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Ensure suitable adaptations to any work/displays	Staff to seek advice from the SENCO Staff to use Brand guidelines	All	Ongoing	Accessibility to any display/work/booklet	Ongoing
	To ensure all communication is available for Non English speaking parents	Use of translator services or staff who speak an additional language.	SENC0, Pastoral Team	As needed	Non English speaking families will understand communication from school.	Ongoing
Medium term	To review pupils information records regarding additional needs.	SEN Manager and SENCO to review information collected about pupils. Explore any additional needs of new pupils starting in Year7 through transition or in Year applications for a place at PHS.	Pastoral Leaders, SEDCO, SLT	Ongoing	All pupils able to access the curriculum. Awareness of all staff regarding additional needs of pupils and new starters	Ongoing
Long term	To update and increase the variety of ways information is shared with families.	Use of Apps, Email, Text, newsletters, social media.	HT, Pastoral Leaders, SLT	Ongoing	All information sent home will be done to ensure ease of access.	Ongoing