# Phoenix College

## Accessibility Policy and Plan

### February 2024

**This policy refers to 'the organisation' throughout and in doing so is referring to Phoenix Autism Trust.**

Written February 2024 – Review February 2025

## 1. Accessibility Policy

Phoenix College is a charity that provides services and information for people with autism. It is essential that people with autism, their families and the professionals that work with them are able to access our information, buildings and staff team appropriately and with ease.

We aim to be a community where everyone is treated fairly and with respect. We want everyone to have choice and control, and recognise that for some people, extra support is needed to help them achieve and be successful. We take our legal duties on equality seriously. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

## 2. Phoenix College provision and environment

Phoenix College is sited on the third floor of the South Site Building, Paton Close, Bow, E3 2QE which is attached to Phoenix School. The accommodation is spacious and supports the reduction of stress levels. There are a number of rooms and access options and corridor contain sound reducing boards. The Students spend at least 50% of their week in their own local communities, facilitated by 1-to-1 or small group staffing. We adopt a "total communication" approach to ensure each Student can access and take control of their activities. Staff are trained in PECS and each tutor group has a Speech and Language Learning Mentor to support individual programmes and communication. Phoenix College uses SCERTS to promote student self-regulation and independence.

Students have personalised learning programmes and a high level of support throughout the college day. Programmes and curriculum are monitored to ensure that adjustments are made when appropriate.

At Annual Review Meetings parents/carers can request a translator to attend, funded by the LA, if they are not confident in holding the meeting in English.

## 3. General access arrangements

**Visitors**

All visitors to Phoenix College and our services are welcomed. We will do our utmost to accommodate individual needs and requirements by enquiring prior to any visit. Visitors are met on arrival and accompanied throughout their visit.

**Staff**

New staff are allocated a peer mentor to ensure that there is help to navigate the organisation.

## Information

All information about the charity and our services is available on our website
[www.phoenixautismtrust.club](www.phoenixautismtrust.club).
We provide leaflets, a printed school prospectus and presentations on request.

**To maintain accessibility,**

Where a student or permanent staff member is unable to access the existing facilities or information, Phoenix College will conduct an individual assessment of need in order to make reasonable adjusts. We are open to feedback and act swiftly to resolve any reported issues or complications.

Other relevant policies:

- Equal Opportunities and Diversity Policy

Our website and information are designed to meet the highest possible standards for accessibility, including use of colour assessors and liaison with the RNIB as needed.

As an organisation Phoenix College seeks to work in partnership with other local charities to meet the needs of the wider community and to enhance good practice within local services,

## Accessibility plan 2020-2021

| Key actions | Objectives | Resources | Success criteria |
|---|---|---|---|
| **Visitors:**<br><br>Reception team to be trained and aware of access issues. They will use an aide memoir to facilitate smooth access for all visitors | Most effectively meet the needs and requirements of our visitors | Admin time | Visitors report that they feel welcome and their visit has been a positive experience |
| **Student engagement:**<br><br>Appoint part time OT with Sensory Integration specialism. | To implement a care and therapy structure to support communication and sensory need through consistency of quality and approach. | Salary<br><br>Sensory resources and accommodation. | Increased student engagement and progress.<br><br>Reduction of incidents of challenging behaviour. |

| Information: | | | |
|---|---|---|---|
| Develop college website and publications/documents in accessible formats. | To ensure that information on the school and in publications/documents is available in a range of formats to meet the highest possible standards for accessibility | Salary allowance to support the development of the website | Positive feedback from stakeholders, professionals and visitors on website accessibility |
| **Community:**<br><br>Establish partnerships with local businesses to increase work experience placement through employment of work experience placement officer. | To raise awareness amongst local businesses of the potential of employees and increase access to work experience. | Salary | Students have increased work skills. Local business develop positive attitudes to employing people with autism. |