# Dixons Trinity Academy Accessibility Plan 2020-23

This plan is drawn up in accordance with the planning duty in The Equality Act 2010. It also draws on the guidance set out in 'The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities', issued by the DfE in May 2014.

Disability is defined by The Equality Act 2010:

*"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".*

## Aim

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy for students, and prospective students, with a disability.

- To reduce and eliminate barriers to access to the building and environment for all stakeholders in the academy including students, staff and visitors.

1. The academy's admissions policies are consistent with compliance with The Equality Act 2010.

2. The academy recognises its duty under The Equality Act 2010:

    a. not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services

    b. not to treat students with disabilities less favourably for a reason related to their disability

    c. to make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage

    d. to publish an accessibility plan that will increase access to education for students with disabilities

3. The academy recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parents' and the child's right to confidentiality.

4. The academy ensures a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning, through:

    a. intelligent sequencing

    b. highly tailored learning activities

    c. effective formative assessment

5. The academy is committed to ensuring that adequate resources will be allocated to the implementation of the plan.

6. This plan should be read in conjunction with the Trust SEND Policy and the Academy's SEND Information Report.

## Statements of success

| | For the academy to be fully accessible to those with sensory impairments and / or physical disabilities, including fine and gross motor impairments | Annual RAG 1 | 2 | 3 |
|---|---|---|---|---|
| A | No student absence on the basis of lack of accessibility to the building and environment, including expeditions | 🟩 | | |
| B | No student applicants to be turned away on the basis of lack of accessibility to the building and environment<br>*This excludes where the section F provision of an EHCP recommends a setting depicting a specialist setting* | 🟩 | | |

## Plan / Spend

| | | Implementation Timeline | | | | | | | | | | Annual RAG | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Year 1 C1 | Year 1 C2 | Year 1 C3 | Year 1 C1 | Year 1 C2 | Year 1 C3 | Year 1 C1 | Year 1 C2 | Year 1 C3 | Lead Person | 1 | 2 | 3 |
| 1 | Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards | Pl | Im | → | | | Rv | Im | → | | Estates | | | |
| 2 | Ensure disabled parking bay is accessible at all times | Pl | Im | → | Rv | Pl | Im | → | Rv | Pl | Estates | | | |
| 3 | Ensure outdoor floors and handrails are maintained so that level and smooth to avoid trip hazards | Pl | Im | → | | Rv | | | Im | Im | Estates/Ops. | | | |
| 4 | Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated Personal Emergency Evacuation Plans (PEEPS) and this is communicated to all staff | Im | | Pl | Im | | Pl | Im | | Pl | INCo. | | | |
| 5 | Ensure all intimate care procedures are in line with the intimate care policy and care plans for intimate care are clear and up to date | Im | | Pl | Im | | Pl | Im | | Pl | INCo. | | | |
| 6 | Ensure appropriate supervision during transition between buildings and external areas to support students with physical disabilities and additional needs | Pl | Im | → | Pl | Im | → | Pl | Im | → | Estates/INCo. | | | |
| 7 | Ensure disabled toilets are maintained and compliant | Pl | Im | → | Rv | Im | → | Rv | Im | → | Estates | | | |
| 8 | Ensure indoor floors and handrails are maintained, are level and smooth to avoid hazards | Pl | Im | → | Rv | Im | → | Rv | Im | → | Estates | | | |

| | Plan / Spend | Year 1 C1 | Year 1 C2 | Year 1 C3 | Year 1 C1 | Year 1 C2 | Year 1 C3 | Year 1 C1 | Year 1 C2 | Year 1 C3 | Lead Person | 1 | 2 | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Implementation Timeline** | | | | | | | | | | **Annual RAG** | | |
| 9 | Increase confidence of staff in differentiating the curriculum identify and provide training on differentiation and recordingmethods | Pl | Im | Rv | Pl | Im | Rv | Pl | Im | Rv | SLT/INCo. | | | |
| 10 | Increase confidence of staff by offering specific training identified on CPD Plan | Pl | Im | → | Im | → | Rv | Im | → | Rv | SLT/INCo | | | |
| 11 | Ensure all staff are aware of disabled children's curriculum access via Individual Needs Plans, information sharing with all agencies including SaLT | Im | → | → | Im | → | → | Im | → | | INCo. | | | |
| 12 | All school visits and  trips to be accessible to all | Pl | Im | | Im | → | Rv | Im | → | Rv | CTs | | | |
| 13 | Review curriculum areas to include disability issues ensureplanning takes account of children with disabilities | Pl | Im | → | → | | Co | Im | | | RMo/INCo | | | |
| 14 | Ensure disabled children participate equally in after school andlunchtime activities | Pl | Im | → | Im | → | | Im | → | | SLT | | | |
| 15 | Recommendations made by the Visual Impairment HabilitationTeam to be implemented and reviewed annually. | Co | Im | → | Co | Im | → | Co | Im | → | SLT/QTVI | | | |
| 16 | Review information to Parents / Carers to ensure it is accessible | Im | | Rv | Im | | Rv | Im | | Rv | SLT | | | |
| 17 | Ensure all staff are aware of guidance on accessible formats | Im | → | | Im | → | | Im | → | | SLT | | | |
| 18 | Inclusive discussion of access to information in all annual reviews | Im | → | | Im | → | | Im | → | | INCo | | | |
| 19 | Interpretation available for parents where required | Im | → | | Im | → | | Im | → | | SLT | | | |

**Key**

| **Co** | Communicate | **Pl** | Plan | **Pt** | Pilot | **Rv** | Review | **Im** | Implement |
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