

## Dixons Trinity Academy Accessibility Plan 2021/22 to 2023/24

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 and individual needs 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

## 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*

### 2021/22 Cycle 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			

## Plan / Spend

### Implementation timeline

### 2021/22 Cycle RAG

		Jul 19	Sep 20	Nov 20	Jan 21	Mar 21	May 21	Jul 21	Sep 21	Dec 21	Mar 22	Jun 22	Year 3	Lead	1	2	3
		1	Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	Co	Im	→				Rv	Im	→		Im	Im	Estates	
2	Ensure disabled parking bay is accessible at all times	Co	Im	→				Rv	Im	→		Im	Im	Estates			
3	Ensure outdoor floors and handrails are maintained so that level and smooth to avoid trip hazards	Co	Im	→				Rv	Im	→		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	Co	Pl	Im	→	Co	Pl	Im	Rv	Im	→	Im	Im	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	Co	Pl	Im	→									INCo.			
6	Ensure appropriate supervision during transition between buildings and external areas to support students with physical disabilities and additional needs					Co	Pl	Im	Rv			Rv	Rv	Estates/INCo.			



Plan / Spend	Implementation timeline													2021/22 Cycle RAG		
	Jul 19	Sep 20	Nov 20	Jan 21	Mar 21	May 21	Jul 21	Sep 21	Dec 21	Mar 22	Jun 22	Year 3	Lead	1	2	3
7	Ensure disabled toilets are maintained and compliant	Co	PI										Estates			
8	Ensure indoor floors and handrails are maintained, are level and smooth to avoid hazards	Co	PI	Im	→		PI	Im	→			Im	Im	Estates		
9	Increase confidence of staff in differentiating the curriculum – identify and provide training on differentiation and recording methods	Co	PI	Im	Rv								SLT/INCo.			
10	Increase confidence of staff by offering specific training identified on CPD Plan	Co	PI	Im	→	Im	Im	Rv	Im	→	→		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	Co	PI		→	→			Co	PI		→	→	INCo.		
12	All school visits and trips to be accessible to all					Co	PI	Im	→			Im	Im	CTs		
13	Review curriculum areas to include disability issues ensure planning takes account of children with disabilities	Co	PI	Im	→	→		Co	PI	Im	→		Im	RMo/INCo		
14	Ensure disabled children participate equally in after school and lunchtime activities	Co	PI	Im	→		→	Rv	Im	→		Im	Im	SLT		
15	Recommendations made by the Visual Impairment Habilitation Team to be implemented and reviewed annually.	Co	PI	Im	→		→	Rv	Im	→		Im	Im	SLT		
16	Review information to Parents / Carers to ensure it is accessible	Co	PI	Im	→		→	Rv	Im	→		Im	Im	SLT		
17	Ensure all staff are aware of guidance on accessible formats	Co	PI	Im	→		→	Rv	Im	→		Im	Im	SLT		
18	Inclusive discussion of access to information in all annual reviews	Co	PI	Im	→		→	Rv	Im	→		Im	Im	INCo		
19	Interpretation available for parents where required	Co	PI	Im	→		→	Rv	Im	→		Im	Im	SLT		

key												
Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement			