

## Dixons Unity Academy Accessibility Plan 2024-27

This plan is drawn up in accordance with the planning duty in The Equality Act 2010, and should be read in conjunction with the Trust SEND Policy and the Academy's SEND Information Report. 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"*.

### Aims

- 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 paragraph 3 schedule 10 to the Equality Act 2010:
    - a. Increasing the extent to which disabled students can participate in the academy's curriculum
    - b. Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the academy
    - c. Improving the delivery to disabled students of information which is readily accessible to students who are not disabled
  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
    - d. responsive and timely intervention
  5. The academy is committed to ensuring that adequate resources will be allocated to the implementation of the plan

## 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 trips			
B	Increasing the extent to which students with disabilities can access the curriculum			

## Plan / Spend

### Implementation Timeline

### Annual RAG

		Implementation Timeline									Lead Person	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		1	2	3
1	Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	Im	→	Rv							Estates			
2	Ensure disabled parking bay is accessible at all times	Im	→	Rv							Estates			
3	Ensure indoor floors and handrails are maintained so that level and smooth to avoid trip hazards	Im	→	Rv							Estates			
4	Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties	Im	→	Rv							SENDCO			
5	Maintenance of lift for ease access	Im	→	Rv							Estates			
6	Maintenance of hoists, mobile and ceiling.	Im	→	Rv							Estates/SENDCO			
7	Ensure all intimate care procedures are in line with the intimate care policy and Individual Health Care Plans for intimate care are clear and up to date	Im	→	Rv							Nurse			
8	Ensure disabled toilets are maintained and compliant	Im	→	Rv							Estates			

## Key

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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## 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
9	Ensure that all trips and visits are adjusted as far as possible to be accessible to all students, including those with physical / medical needs and those with impaired mobility	Im	→	Rv							SENDCO			
10	Ensure appropriate supervision during transition around the building to support students with physical disabilities and additional needs	Im	→	Rv							SENDCO			
11	Complete all access arrangement testing and submit to JCQ	Im	→	Rv							SENDCO			
12	Develop an extend careers and preparation for working life to ensure no vulnerable students are NEET	Im	→	Rv							Careers / SENDCO			
13	Ensure all INISs and INIPs are up to date with relevant information and this is shared with relevant staff.	Im	→	Rv							SENDCO			
14	Ensure that a team of qualified first-aiders are available to meet the physical and medical needs of students during the day, including meeting the needs of students with Type 1 diabetes and that a member of staff is trained to administer medication to students.	Im	→	Rv							SLT/Nurse			
15	Ensure that regular and effective training to meet the needs of students with additional physical requirements is provided to teaching and support staff.	Im	→	Rv							SENDCO			
16	Ensure that specialist input is available to students with physical needs as necessary, e.g. through local authority and NHS specialist teams and that staff responsible are familiar with the range of services on offer to students from external agencies.	Im	→	Rv							Academy Nurse SENDCo LA Specialist teams			
17	Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact.	Im	→	Rv							HODs English and Maths SENDCo AP - Curriculum,			

