

Dixons Music Primary Accessibility Plan 2023-26

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

Foe 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	<i>No student absence on the basis of lack of accessibility to the building and environment, including expeditions</i>			
B	<i>No student applicants to be turned away on the basis of lack of accessibility to the building and environment</i>			

Plan / Spend

Implementation Timeline

Annual RAG

		Implementation Timeline									Lead Person	Annual RAG		
		Year 1 C1	Year 1 C2	Year 1 C3	Year 2 C1	Year 2 C2	Year 2 C3	Year 3 C1	Ye3 1 C2	Year 3 C3		1	2	3
1	Ensure that paving slabs, kerbs, pathways etc. are maintained so that they are level and smooth to avoid hazards	Rv/Co	Im	Rv/PI							MSh/Site Team			
2	Ensure disabled parking is accessible at all times	Rv/Co	Im	Rv/PI							MSh /Site Team			
3	Ensure indoor floors and handrails are maintained so that they are level and smooth to avoid trip hazards	Rv/Co	Im	Rv/PI							Marshall Sharp/Site Team			
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	Rv/Co	Im/Rv							LPa/ CTs			
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	Rv/Co	Im/Rv							LPa			
6	Ensure appropriate supervision during transition between buildings and external areas to support students physical disabilities and additional needs	Im	Rv/Co	Im/Rv							LPa/CTs			
7	To ensure disable toilets are maintained and compliant	Rv	Co/Im	Rv/PI							MSh /Site Team			
8	Increase confidence of staff in differentiating the curriculum training- identify and provide training on differentiation and recording methods	Im	Rv/Co	Im/Rv							LPa/HBa (KS2) Faf KS1)			



Plan / Spend

Implementation Timeline

Annual RAG

		Year 1 C1	Year 1 C2	Year 1 C3	Year 2 C1	Year 2 C2	Year 2 C3	Year 3 C1	Year 3 C2	Year 3 C3	Lead Person	1	2	3
		9	Increase confidence of staff by offering specific training identified on the CPD Plan	Co/Im	Rv/Co	Im/Rv							LPa/SLi	
10	Ensure all staff are aware of disabled children's curriculum access via individual needs plans, information sharing with all agencies	Co/Im	Rv/PI	Im/Rv							LPa			
11	All school visits to and trips to be accessible to all	Im	Rv/Co	Im/Rv							HBa/FAf/CTs			
12	Review curriculum areas to include disability issues, ensure planning takes account of children with disabilities	Co/Im	Rv/PI	Im/Rv							HBa/LPa			
13	Ensure disabled children participate equally in after school and lunchtime activities	Im	Rv/PI	Im/Rv							LPa			
14	Establish links with Charles Dickens Primary School	Im	Rv/PI	Im/Rv							NMo			
15	Review information to parents/carers to ensure it is accessible	PI	Co/Im	Rv							LPa			
16	Ensure all staff are aware of guidance on accessible formats	PI	Co/Im	Rv							NMo/LPa			
17	Inclusive discussion of access to information in all annual reviews	PI/Co	Im/Rv	PI/Co							LPa			
18	Interpretation available for parents where required	Im	Rv/Co	Im							LPa			

Key

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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