Dixons Unity Academy Accessibility Plan 2023-26

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 disable 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 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										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
1	Ensure that paving slabs, kerbs, pathways etc. are maintained so that they are level and smooth to avoid hazards	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	MSh/Site Team			
2	Ensure disabled parking is accessible at all times	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	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/Pl	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	MSh/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	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	SLi/ 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	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	SLi			
6	Ensure appropriate supervision during transition between buildings and external areas to support students physical disabilities and additional needs	Im	Rv/Co	Im/Rv	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	SLi/CTs			
7	To ensure disable toilets are maintained and compliant	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	MSh/Site Team			
8	Increase confidence of staff in adapting the curriculum and provide training on adaptive teaching	Im	Rv/Co	Im/Rv	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	SLi/ CfG			

	Plan / Spend	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
						Implementation Timeline							**Annual RAG**		
9	Increase confidence of staff by offering specific training identified on the CPD Plan	Co/Im	Rv/Co	Im/Rv	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	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/Pl	Im/Rv	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	SLi			
11	All school visits to and trips to be accessible to all	Im	Rv/Co	Im/Rv	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	FAf/CTs			
12	Review curriculum areas to include disability issues, ensure planning takes account of children with disabilities	Co/Im	Rv/Pl	Im/Rv	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	LPa/SLi			
13	Ensure children with disabilities participate equally in after school and lunchtime activities	Im	Rv/Pl	Im/Rv	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	SLi			
15	Review information to parents/carers to ensure it is accessible	Pl	Co/Im	Rv	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	SLi			
16	Ensure all staff are aware of guidance on accessible formats	Pl	Co/Im	Rv	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	LPa/SLi			
17	Inclusive discussion of access to information in all annual reviews	Pl/Co	Im/Rv	Pl/Co	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Rv/Pl	SLi			
18	Interpretation available for parents where required	Im	Rv/Co	Im	Rv/Co	Im	Rv/Pl	Rv/Co	Im	Im	SLi			

Key

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