

## Dixons Kings Academy Accessibility Plan 2019/20

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, staff and visitors 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*

		2019/20 Cycle RAG		
		1	2	3
<b>A</b>	Improving the environment of the Academy to increase the extent to which students with disabilities can take advantage of education and associated services			
<b>B</b>	Increasing the extent to which students with disabilities can participate in the Academy curriculum			
<b>C</b>	Improving information delivery to students with disabilities			
<b>D</b>	Monitor recruitment procedures to ensure that persons with disabilities are provided equal opportunities			
<b>E</b>	Ensure that employees with disabilities are supported with special provision to ensure they can carry out their work effectively without barriers			
<b>F</b>	Undertake reasonable adjustments to enable staff to access the workplace			

## Plan / Spend

### Implementation timeline

### 2019/20 Cycle RAG

		Implementation timeline											Cost (£)	Lead	2019/20 Cycle RAG			
		Jul 19	Sep 19	Nov 19	Jan 20	Mar 20	May 20	Jul 20	Sep 20	Dec 20	Mar 21	Jun 21			Year 3	1	2	3
<b>1</b>	Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	Co	Im	→				Rv	Im	→		Rv	Im	-	CM			
<b>2</b>	Ensure disabled parking bay is accessible at all times	Co	Im	→				Rv	Im	→		Rv	Im	-	OPS			
<b>3</b>	Ensure indoor floors and handrails are maintained so that level and smooth to avoid trip hazards	Co	Im	→				Rv	Im	→		Rv	Im	-	CM			
<b>4</b>	Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties	Co	PI	Im	→	Co	PI	Im	Rv	Im	→	Rv	Im	-	OPS/ SEND CO			
<b>5</b>	Ensure during inclement weather conditions external surfaces are cleared and treated to reduce risks of slips, trips, falls.	Co	PI	→				Rv	Rv	Im	→	Rv	Im	-	CM/ OPS			
<b>6</b>	Maintenance of lift for ease of access	Co	Im	→				Rv	Im	→		Rv	Im		CM			



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		Jul 19	Sep 19	Nov 19	Jan 20	Mar 20	May 20	Jul 20	Sep 20	Dec 20	Mar 21	Jun 21			Year 3	1	2	3	
7	Complete accessibility audit with specialist staff from LA. To include visual and hearing impaired, autism, speech and language.			Co	PI	Im	→	→	Rv						-	SEND CO			
8	Update student learning plans with key information and ensure that this information is shared with all relevant staff	Co	PI	Im	→		PI	Im	→				Rv	Im	-	SEND CO			
9	All inclusion laptops to have latest software installed to enable students to have access to ICT support	Co	PI	Im	→		PI	Im	→				Rv	Im	-	IT			
10	Complete and submit all access arrangements tests	Co	PI	Im	→		PI	Im	→				Rv	Im	-	SEND CO			
11	Publish a student friendly version of the SEND Policy														-	SEND CO			
12	Redraft a basic version of the Local Offer		Co	PI	Im	→	→	→	Rv	Im					-	SEND CO			
13	Use a mobile app to allow access for letters in a large font and offer an audio version over the phone			Co	PI	PI	Pi	Im	Rv						-	SEND CO			
14	Duplicate copies of key information and current notices should be accessible from reception for disabled visitors.			Co	PI	Im	Rv	→	PI	Im	→		Rv	Im	-	SEND CO			

### Key

<b>Co</b>	Communicate	<b>PI</b>	Plan	<b>Rv</b>	Review	<b>Im</b>	Implement	<b>SENDCO</b>	Head of SEND
<b>CM</b>	Campus Manager Site team	<b>OPS</b>	OPS Business Manager	<b>WBC</b>	Wellbeing Coordinator	<b>IT</b>	ICT Team		

