

Dixons Kings Academy Accessibility Plan 2022/23

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
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

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	Improving the environment of the Academy to increase the extent to which students with disabilities can take advantage of education and associated services			
B	Increasing the extent to which students with disabilities can participate in the Academy curriculum			
C	Monitor recruitment procedures to ensure that persons with disabilities are provided equal opportunities			
D	No student applicants to be turned away on the basis of lack of accessibility to the building and environment <i>This excludes where the section F provision of an EHCP recommends a setting depicting a specialist setting</i>			

Plan / Spend		Implementation timeline											Lead	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			1	2
1	Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	Pl	Im	Rv		Im							REM / OBM			
2	Ensure disabled parking bay is accessible at all times	Rv	Im	→		Rv							REM / OBM			
3	Ensure indoor/outdoor floors and handrails are maintained so that level and smooth to avoid trip hazards	Rv	Im	→		Rv							REM / OBM			
4	Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties updated Personal Emergency Evacuation Plans (PEEPS) and this is communicated to all staff	Im	→	Rv		Im							OBM / SLT / SEND CO			
5	Ensure appropriate supervision during transition between buildings and external areas to support students with physical disabilities and additional needs	Pl	Im	→		Pl							SLT / SEND CO			



Plan / Spend		Implementation timeline											Lead	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			1	2	3
6	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		Pl		Im								SEN			
7	Ensure disabled toilets are maintained and compliant	Pl	Im	→		Rv								REM / OBM			
8	Ensure during inclement weather conditions external surfaces are cleared and treated to reduce risks of slips, trips, falls.	Rv	Im	→		Rv								REM / OBM			
9	Maintenance of lift for ease of access	Im	→	Rv		Im								REM / OBM			
10	Increase confidence of staff in differentiating the curriculum and identify and provide training on differentiation and recording methods			Pl		Im								SEN			
11	Update student strategy banks with key information and ensure that this information is shared with all relevant staff	Pl	Im	Rv		Im								SEN			
12	Ensure all staff are aware of disabled children's curriculum access via Strategy Banks, Inclusion register and Medical Needs register	Pl	Im	Rv		Im								SEN			
13	Ensure disabled children participate equally in after school and lunchtime activities	Pl	Im	Rv		Im								SEN / SLT			
14	Complete and submit all access arrangements tests	Im	→	Rv		Im								SEN			
15	All school visits and trips to be accessible to all			Pl		Im								OBM / SEN			
16	Review curriculum areas to include disability issues ensure planning takes account of children with disabilities			Pl		Im								SLT			
17	Use a mobile app to allow access for letters in a large font and offer an audio version over the phone	Pl	Im	Rv		Im								SLT			



Plan / Spend		Implementation timeline											Lead	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			1	2	3
18	All inclusion laptops to have latest software installed to enable students to have access to ICT support			PI		Im								IT			
19	Complete accessibility audit with specialist staff from LA. To include visual and hearing impaired, autism, speech and language.	Rv	Im	→		Rv								SEN			
20	Duplicate copies of key information and current notices should be accessible from reception for disabled visitors.	Rv	Im	→		Rv								SEN			
21	Ensure that a team of qualified first aiders are available to meet the needs of students during the day, including meeting the needs of those with Type 1 diabetes and that a member of staff is trained to deliver medication.	PI	Im	→		Rv								OBM / SEN			
22	Ensure that appropriate paperwork for students with physical / medical needs is shared with relevant staff regularly e.g. PEEPS and EHCPs.	PI	Im	→		Im								OBM / SEN			

Key

Co	Communicate	PI	Plan	Rv	Review	Im	Implement		
REM	Regional Estates Managers / Site team	OBM	OPS Business Manager	SLT	Senior Leadership Team	IT	ICT Team	SEN	Head of SEND / SEN Admin

