

Dixons Broadgreen Academy Accessibility Plan 2020-23

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 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 SEND Policy, SEND Information Report and the Academy's contribution to their area's SEND Local Offer.

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

		2020/21 Cycle RAG		
		1	2	3
A	No student applicants to be turned away on the basis of lack of accessibility to the building and environment			
B	No student absence on the basis of lack of accessibility to the building and environment, including expeditions			

Plan / Spend

Implementation timeline

2020/21 Cycle RAG

		Jul 20	Sep 20	Nov 20	Jan 21	Mar 21	May 21	Jul 21	Sep 21	Dec 21	Mar 22	Jun 22	Year 3	Lead	1	2	3
1	Ensure disabled parking bay is accessible at all times							Co	Im					Estates			
2	Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards							Co	Im					Estates			
3	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							Co	Im					SENCO/ Medical Manager			
4	Ensure appropriate supervision during transition between buildings and external areas to support students with physical disabilities and additional needs								Co					SENCO/ Medical Manager			
5	Ensure outdoor floors and handrails are maintained so that level and smooth to avoid trip hazards							Co	Im					Estates			
6	Ensure disabled toilets are maintained and compliant							Co	Im					Estates			
7	Ensure indoor floors, handrails maintained and are level and smooth to avoid hazards							Co	Im					Estates			



Plan / Spend

Implementation timeline

2020/21 Cycle RAG

		Jul 20	Sep 20	Nov 20	Jan 21	Mar 21	May 21	Jul 21	Sep 21	Dec 21	Mar 22	Jun 22	Year 3	Lead	1	2	3
		8	Increase confidence of staff by offering specific training identified on CPD Plan								Co					SENCo	
9	All school visits and trips to be accessible to all								Co					HOD/SENCo			
10	Ensure all staff are aware of disabled children's curriculum access via Individual Needs Plans, information sharing with all agencies including SaLT								Co					SENCo			
11	Ensure disabled children participate equally in after school and lunchtime activities								Co					SLT			
12	Review information to Parents/Carers to ensure it is accessible								Co					SLT			
13	Recommendations made by the Deaf Resource Base Team to be implemented and reviewed annually								Co					SLT			
14	Inclusive discussion of access to information in all annual reviews								Co					SENCo			
15	Interpretation available for parents where required								Co					SLT			

Key

Co

Communicate

PI

Plan

Pt

Pilot

Rv

Review

Im

Implement

