Dixons Broadgreen Academy Accessibility Plan 2026-2029

This plan is drawn up in accordance with the planning duty in The Equality Act 2010 and should be read in conjunction with our 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.

- The academy's admissions policies are consistent with compliance with The Equality Act 2010.
- The academy recognises its duty under paragraph 3 schedule 10 to the Equality Act 2010:
    - Increasing the extent to which disabled students can participate in the academy's curriculum.
    - 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.
    - Improving the delivery to disabled students of information which is readily accessible to students who are not disabled.
- 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.
- 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:
    - intelligent sequencing
    - highly tailored learning activities
    - effective formative assessment
    - responsive and timely intervention
- The academy is committed to ensuring that adequate resources will be allocated to the implementation of the plan.

Statements of success

		Annual RAG 1	2	3
A	Students with EHCPs and / or FFI funding spend the greatest proportion of their learning time having their needs fully met in the main timetabled lessons.			
B	Provision for students with social, emotional and mental health needs (SEMH) is proactive and structured, clearly defined and outcomes are monitored.			
C	Environmental and infrastructural resources and routines to support people with physical and / or sensory disabilities is reviewed, updated and maintained.			

Plan / Spend

		Implementation timeline									Lead Person	Annual RAG 1	2	3
		Year 1 C1	Year 1 C2	Year 1 C3	Year 1 C1	Year 1 C2	Year 1 C3	Year 1 C1	Year 1 C2	Year 1 C3				
1	Write INIMs for every eligible student (and store in a shared area).	Im									LMY			
2	Establish a system for regular review of the INIMs, including identifying newly eligible students and, where appropriate, discontinuation of INIMs and IHPs.	Rv									LMY/JCD			
3	Establish a flexible and responsive SEN Support ('additional and different') offer focusing on skills and confidence building for choice and participation.	Pl									JSH/Mountain Rescue			
4	Embed the central SEND Teams Channel across the academy to ensure all staff have access to information needed to meet the needs of all students.	Im									JSH			
5	Work with behaviour, safeguarding, and teaching and learning departments to embed 'low arousal' approaches across all areas.	Pl		I							JSH/Mountain Rescue			
6	Develop a CPD package introducing 'low arousal' approaches for all staff and practitioners working directly with students.	Pl									JSH/Mountain Rescue			
7	Develop a CPD package introducing 'trauma-informed' and 'attachment aware' approaches for all staff and practitioners working directly with students.	Pl									JSH/Mountain Rescue			
8	Review all current SEMH and wellbeing provision (external to the classroom / main routines) with a view to streamline and invest where necessary.	Pl									JSH/Mountain Rescue			

Plan / Spend		Implementation timeline										Annual RAG		
		Year 1 C1	Year 1 C2	Year 1 C3	Year 1 C1	Year 1 C2	Year 1 C3	Year 1 C1	Year 1 C2	Year 1 C3	Lead Person	1	2	3
9	Train all staff in how to produce sensory friendly screen resources e.g. PowerPoints (adjust brightness, contrast, colour combinations, fonts etc.)	Pl									JHS			
10	Develop unobtrusive but facilitative systems for establishing student voice in relation to SEND provision and access	Pl									LMY			
11	Develop systems and protocols for parents to communicate more effectively in relation to SEND provision, queries and access. (MCAS App?)	Pl									JSH/SLT			

Key

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