

Dixons Newall Green Accessibility Plan 2022-25

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 students to be absent on the basis of lack of accessibility to the building and environment, including expectations			
B	No student applicant turned away on the basis of lack of accessibility to the building environment			

Plan / Spend

Implementation timeline

2020/21 Cycle RAG

	Plan / Spend	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 bays are accessible at all times.								PL	IM	RV			CAA	
2	Ensure paving slabs, kerbs, pathways etc are maintained									RV				CAA			
3	Ensure disabled toilets are well maintained and compliant									RV				CAA			
4	Ensure paving slabs, kerbs, pathways etc are maintained so that the level and smooth to avoid trip hazards. • Entrances/exits to main school									RV				CAA			
5	Ensure a robust evacuation procedure for students, staff, and visitors with special needs, including mobility difficulties with updated									PL	IM	RV		CAA			



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
6									KA A/S GA				CAA			
7								PL	IM	RV			CAA			
8									IM	RV			CAA			
9									IM	RV			CAA			
10									PL	IM	RV		CAA			
11									IM	RV			CAA			
12									CO	IM	RV		CAA			

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
13	Ensure a history of need is gathered for access arrangements and ensure reasonable adjustments are applied across all years.															
14	Complete all access arrangement testing and submit to JCQ using a suitably qualified assessor (Level 7).															
15	Information to parents /carers to ensure it is accessible.															
16	Interpretation available for parents where required.															

Key

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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