Dixons Newall Green Academy Accessibility Plan 2023-26

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:

  o Increasing the extent to which disabled students can participate in the academy's curriculum.

  o 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.

  o 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:

  o intelligent sequencing

  o highly tailored learning activities

  o effective formative assessment

  o 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	*No student applicants to be turned away due to lack of accessibility to the building and environment*	🟩		
B	*For all students to be able to access the full curriculum*	🟩		

Plan / Spend

		Implementation timeline									Lead Person	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**
1	Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to allow full access to the building for all learners and visitors	IM			RV			RV			EOH	🟩		
2	Ensure disabled toilets are well maintained and compliant	IM	RV	RV	RV	RV	RV	RV	RV	RV	EOH	🟩		
3	Ensure disabled parking bay is always accessible	IM	RV	RV	RV	RV	RV	RV	RV	RV	EOH	🟩		
4	Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated PEEPS communicated to all staff	IM		RV			RV			RV	EOH	🟩		
5	Ensure medical room is fully equipped and includes an adjustable height bed, clinical waste and sharps bin and a working sink	IM	RV	RV	RV	RV	RV	RV	RV	RV	SMO	🟩		
6	Ensure all intimate care procedures are in line with the intimate care policy and INIMs for intimate care are clear and up to date	IM		RV			RV			RV	SMO	🟩		
7	Update student INIPs / INIS / INIMs with key information and ensure that this information is shared with all staff	IM	RV	RV	RV	RV	RV	RV	RV	RV	SMO	🟩		
8	Increase confidence of staff in adaptive teaching of the curriculum by providing robust training and CPD	PL	Co	IM		RV			RV		SMO / RVE	🟩		
9	Provide targeted CPD using expert external agencies to upskill all student facing staff	PL	IM	RV	PL	IM	RV	PL	IM	RV	SMO	🟧		

Dixons Academies Trust

Registered Office: Dixons City Academy, Ripley Street, Bradford, West Yorkshire, BD5 7RR. Registered in England No. 2303464

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
10	Work with behaviour, safeguarding and subject departments to embed `low arousal techniques'	PL	IM		RV		RV	RV		RV	SMO	🟩		
11	Establish a safe space for students to access for intervention and support outside of the classroom with appropriate IT access and resources	Co / PT	IM	RV	RV	RV	RV	RV	RV	RV	SMO / BAS	🟩		
12	Review all current SEMH and wellbeing provision in relation to accessing support outside of the classroom	PL	IM	RV	PL	IM	RV	PL	IM	RV	SMO	🟩		
13	Develop Student voice for students with SEND in relation to accessibility of resources, provision and access	Co		PI	PT		IM	RV		RV	SMO	🟧		
14	Develop a system for parents and carers to communicate more effectively in relation to SEND provision and access	Co		PI	PT		IM	RV		RV	SMO	🟧		

Key

Co	Communicate	Pl	Plan	Pt	Pilot	Rv	Review	Im	Implement