

## Dixons McMillan 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	For there to be no student absence on the basis of lack of accessibility to the building and environment, including trips.			
B	For no student applicants to be turned away on the basis of lack of accessibility to the building and environment.			
C	To have no urgent/immediate requirements highlighted building/environment.			

## Plan / Spend

### Implementation timeline

### 2020/21 Cycle RAG

		Implementation timeline												Lead	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		1	2	3
1	Scholars to be screened on entry to ensure appropriate interventions are in place	PI	Co Im		Rv			Im	Ev					SENCO KJe			
2	Ensure Access Arrangements and a bank of reader pens and appropriate laptops are available for use in exams and cycle assessments	PI	Co Im	Rv			Rv	Co Im	Rv			Rv		SENCO KJe			
3	Mountain Support and additional associate staff to have received Evac-chair training													KJe BSa			
4	Continue to ensure the academy has a wheelchair that is safe and suitable to use outdoors, including non-paved terrain	Rv	PI				Rv	PI				Rv		SENCO KJe			
5	Continue to develop a range of resources for students with physical, sensory and/or medical needs as and when needed				Rv	PI	Im	Rv	PI	Im		Rv		SENCO KJe			
6	Extend and train the amount of readers and scribes available to support exams and cycle assessments	Rv			PI Im		Rv	PI Im				Rv		SENCO KJe			
7	Ensure that a team of qualified first-aiders are available to meet the physical and medical needs of scholars	Rv	PI Im				Rv	PI Im				Rv		Academy Nurse SENCO			



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### 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	Liaise with the Low Incidence Team to support scholars with visual impairments through appropriate technology		Rv	Pl Im				Rv	Pl Im			Rv		SENCO KJe			
9	Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	Co	Im					Rv	Im			Im	Im	GTa JGr			
10	Ensure outdoor floors and handrails are maintained so that level and smooth to avoid trip hazards	Co	Im					Rv	Im			Im	Im	GTa JGr			
11	Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated Personal Emergency Evacuation Plans (PEEPS) and this is communicated to all staff	Co	Pl	Im		Co	Pl	Im	Rv	Im		Rv	Im	Academy Nurse SENCO			
12	Ensure disabled toilets are maintained and compliant	Co	Pl											GTa JGr			
13	Ensure indoor floors, handrails maintained and are level and smooth to avoid hazards	Co	Pl	Im			Pl	Im				Im	Im	GTa JGr			
14	Increase confidence of staff highly tailoring lessons and schemes of work using strategies from MS profilesa	Co	Pl	Im	Rv	Im	Rv	Ev	Co Pl	Rv	Im	Rv	Ev	SENCO KJe			
15	Review learning, wellbeing and safeguarding needs of scholars with SEND as part of Matrix meetings	Co	Im		Rv			Rv	Ev					BSa LSe			
16	Interpretation available for parents where required	Co	Pl	Im				Rv	Im			Im	Im	KJe BSa			

### Key

Co

Communicate

Pl

Plan

Pt

Pilot

Rv

Review

Im

Implement



