

Accessibility Improvement Plan 2018-21

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002.

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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 Policy and Individual Needs Policy are consistent with compliance with DDA (as amended by SENDA and the Equality Act).
2. The academy recognises its duty under the DDA (as amended by the SENDA and the Equality Act)
 - 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 parent/carers' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parent/carers' 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

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

2018 -19 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 by the VI team when they audit the building/environment.			

		Implementation Timeline											Cost (£)	Lead & review	2018 – 19 Cycle RAG			
		Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19	Dec 19	Mar 20	Jun 20			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					£214	LTi BSa			
2	Ensure 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		£500	RBa LTi			
3	All teaching and associate staff to have received Evac-chair training			Rv	Co Im			Rv	Co Im			Rv		£500	RBa LTi			
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		£200	RBa LTi			
5	Purchase adjustable bed and tracking hoist for the medical room for scholars with significant complex needs				Rv	PI	Co Im		Rv					£2000	RBa LTi			

		Implementation Timeline											Cost (£)	Lead & review	2018 – 19 Cycle RAG			
		Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19	Dec 19	Mar 20	Jun 20			Year 3	1	2	3
6	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		£300	LTi BSa			
7	Extend and train the amount of readers and scribes available to support exams and cycle assessments		Rv	PI Im				Rv	PI Im			Rv		£200	RBa LTi			
8	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		£1400	RBa LTi			
9	Liaise with the Low Incidence Team to support scholars with visual impairments through appropriate technology		Rv	PI Im				Rv	PI Im			Rv		0	RBa LTi			
TOTAL													£,5314					

Priorities for 2018-21

Sustaining a learning culture inspired by everyone having a growth mindset

- 1.1 Demonstrate outstanding progress and achievement for all
- 1.2 Ensure learning is rigorous, engaging and underpinned by meaningful feedback
- 1.3 Cultivate effective, autonomous staff members at every level of the organisation

Extending an ethos focused on employability

- 2.1 Create a disciplined and happy school culture
- 2.2 Develop scholars who demonstrate grit, hard work and determination
- 2.3 Embed a rich and exciting curriculum that provides cultural capital for all

Maintaining a community which is cemented by highly professional and productive relationships at all levels

- 3.1 Establish a genuine three-way partnership between families, scholars and staff
- 3.2 Work with the Dixons Academies to replicate best practice and to contribute to continuous improvement
- 3.3 Develop strong external partnerships to enhance the life choices of DMA scholars