Dixons McMillan Academy Accessibility Plan 2023/24

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

Statements of success

		2023/24 Cycle RAG		
	For the academy to be fully accessible to those with sensory impairments and / or physical disabilities, including fine and gross motor impairments	**1**	**2**	**3**
A	No student absence on the basis of lack of accessibility to the building and environment, including expeditions			
B	No student applicants to be turned away on the basis of lack of accessibility to the building and environment			

Plan / Spend

		Implementation timeline													2023/2024 Cycle RAG		
		Jul 23	Sep 23	Nov 23	Jan 24	Mar 24	May 24	Jul 24	Sep 24	Dec 24	Mar 25	Jun 25	Year 3	Lead	**1**	**2**	**3**
1	Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	Co	Im	→				Rv	Im	→		Im	Im	Estates			
2	Ensure disabled parking bay is accessible at all times in the DMA carpark	Co	Im	→				Rv	Im	→		Im	Im	Estates			
3	Ensure indoor floors and handrails are maintained so that level and smooth to avoid trip hazards	Co	Im	→				Rv	Im	→		Im	Im	Estates / Ops.			
4	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	→	Im	Im	SLT / Ops.			
5	Ensure all intimate care procedures are in line with the intimate care policy and care plans for intimate care are clear and up to date	Co	Pl	Im	→									SLT / Ops.			
6	Ensure appropriate supervision during transition between buildings and external areas to support students with physical disabilities and additional needs					Co	Pl	Im	Rv			Rv	Rv	Estates / SENDCO			
7	Ensure disabled toilets are maintained and compliant	Co	Pl											Estates			
8	Increase confidence of staff in differentiating the curriculum – identify and provide training on differentiation and recording methods	Co	Pl	Im	Rv									SLT / SENDCo			

Plan / Spend

#		Implementation timeline													2023/2024 Cycle RAG		
		Jul 23	Sep 23	Nov 23	Jan 24	Mar 24	May 24	Jul 24	Sep 24	Dec 24	Mar 25	Jun 25	Year 3	Lead	1	2	3
9	Increase confidence of staff by offering specific training identified on CPD Plan e.g. evac chair training	Co	Pl	Im	→	Im	Im	Rv	Im	→	→			SLT / SENDCo			
10	Ensure all staff are aware of disabled children's curriculum access via INIPs, information sharing with all agencies.	Co	Pl		→	→			Co	Pl		→	→	SENDCo			
11	All school visits and trips to be accessible to all					Co	Pl	Im	→			Im	Im	SLT			
12	Review curriculum areas to include disability issues ensure planning takes account of children with disabilities							Rv Pl	Pl	Im	→		Im	SLT			
13	Ensure disabled children participate equally in after school and lunchtime activities							Rv	Im	→		Im	Im	SLT			
14	Review information to Parents/Carers to ensure it is accessible							Rv	Im	→		Im	Im	SLT			
15	Ensure all staff are aware of guidance on accessible formats							Rv	Im	→		Im	Im	SLT			
16	Inclusive discussion of access to information in all annual reviews	Co	Pl	Im	→		→	Rv	Im	→		Im	Im	SENDCo			
17	Interpretation available for parents where required	Co	Pl	Im	→		→	Rv	Im	→		Im	Im	SLT			

Key

Co	Communicate	Pl	Plan	Pt	Pilot	Rv	Review	Im	Implement