

# Accessibility Plan

## Dixons Unity Academy



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 as:

*"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".*

Dixons City Academy Governors are accountable for ensuring the implementation, review and reporting of the Accessibility plan.

### 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 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 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. Highly tailored learning activities.
    - b. Effective formative assessment.
    - c. Explicit progress.

Plan	Impact	Responsibility	Timescale	Cost
<b>Access of opportunity</b>				
1. Promote inclusivity of all with the whole academy community and to promote a culture of celebration of diversity through assemblies, PDS, extra-curricular opportunities and through day to day interactions with all members of the community.	The academy continues to grow as a truly inclusive environment.	SENCo Pastoral team SLT	Ongoing	Variable per year
2. Develop and extend careers and preparation for working life to ensure no vulnerable students with are NEETs	The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.	SENCo Careers Advisor	Ongoing	Variable per year
3. Develop a rigorous monitoring process of incidents of harassment and bullying of students with additional physical needs.	Effective action is taken for all incidents. Harassment and bullying of disabled students are removed.	SENCo Pastoral Team SLT	Ongoing	Variable per year
4. Further increase representation of students with physical difficulties within the Academy community through participation in student voice activities, participation in extracurricular activities, student council etc	Student body representation will reflect its diverse nature.	SENCo Pastoral Team	Ongoing	None
<b>Access to the Physical Environment</b>				
5. Ensure regular and effective training for support staff in the use of specialist evacuation equipment – EVAC chair	Robust procedures are in place for the evacuation of students/staff with limited mobility in the event of an emergency evacuation.	PFI Coordinator	Annually	None
6. Ensure regular and effective training for support staff in moving, handling and toileting	The physical needs of all students are met.	PFI Coordinator	Annually	None
7. Ensure every subject has access to specialist equipment and furniture where necessary	No student has impaired access to learning as a result of a lack of equipment.	PFI Coordinator SENCo	As & when needed	Variable per year
8. Ensure that specialist equipment and adaptations to the site in place for students/staff with impaired mobility are maintained to a high standard, including the two lifts, disabled access ramps, colour banding on columns, automated doors, specialist toilet and washing facilities and two ceiling mounted hoists.	Access and movement around the Academy is not impaired for students/staff with additional needs.	PFI Coordinator SENCo	Ongoing	Variable per year

9. Ensure that all trips and visits are adjusted as far as possible to be accessible to all students, including those with physical/medical needs and those with impaired mobility	No student is excluded from trips/visits because of additional needs or disability.	SENCo EVC HODs	Ongoing	Variable per year
<b>Access to the Curriculum</b>				
10. Extend and develop the use of strategy banks to aid differentiation and Quality First Teaching.	All students are able to fully access learning with the removal of barriers to learning for students with additional needs.	SENCo	Ongoing	None
11. Ensure that a team of qualified first-aiders are available to meet the physical and medical needs of students during the day, including meeting the needs of students with Type 1 diabetes and that a member of staff is trained to administer medication to students	All students have their physical/medical needs met during the school day.	PFI Coordinator	Ongoing	Variable per year dependent upon requirements
12. Ensure that regular and effective training to meet the needs of students with additional physical requirements is provided to teaching and support staff	Learning is differentiated so that students with physical needs are able to access learning successfully.	SENCo	Ongoing	None
13. Ensure that specialist input is available to students with physical needs as necessary, e.g. through local authority and NHS specialist teams and that staff responsible are familiar with the range of services on offer to students from external agencies	Additional support and expertise is provided where needed to all students.	SENCo	Ongoing	None
14. Ensure that appropriate paperwork for students with physical/medical needs is shared with all staff who work directly with them, including PEEPs and Health Care Plans	All staff who work with students are aware of the provision in place and their role in it	PFI Coordinator	Ongoing	None
15. Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact	The gap for students working below age related expectations is closed as effectively and quickly as possible	HOD's SENCo SLT	Ongoing	Variable per year