

Accessibility Plan 2020-2021

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. This Accessibility Plan is also compliant with current legislation and requirements as specified in schedule 10, relating to Disability, of the Equality Act 2010. Dixons City Academy Governors are accountable for ensuring the implementation, review and reporting of the Accessibility plan.

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".

In the DDA 'substantial' means 'more than minor or trivial' 'Long term' means it has lasted more than 12 months. Physical or mental impairment includes sensory impairments and hidden impairments.

The definition is broad and can include children and adults with a wide range of impairments including learning disabilities, Dyslexia, Autism, Speech and language impairments, ADHD, Diabetes or Epilepsy.

Impairments can affect normal day to day activities such as:

- **Physical coordination**
- **Continence**
- **Ability to lift, carry or move everyday objects**
- **Speech hearing or eyesight**
- **Memory, cognition and learning the ability to understand and concentrate**
- **Emotional wellbeing**
- **Mobility**
- **Manual Dexterity**

Aim of the Accessibility plan

This Accessibility plan ensures that Dixons City Academy continues to improve all aspects of the physical environment, curriculum and written information so that students and staff with disabilities can take full advantage of the education and opportunities on offer at Dixons City Academy. We are committed to providing an inclusive environment for pupils, staff, parents, and visitors.

- **Our aim is 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 everyone'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
Access of opportunity				
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 HOY team SLT	Ongoing	Variable per year
2. Develop and extend careers and preparation for working life to ensure no vulnerable students are NEET	The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment	Head of Careers SENCO	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 is removed	SENCO HOY team Behaviour Support Vice Principal (Ethos)	Ongoing	Variable per year

<p>4. Further increase representation of students with physical difficulties within the Academy community through participation in student voice activities, participation in extra-curricular activities, student council etc</p>	<p>Student body representation will reflect its diverse nature</p>	<p>HoYs SENCO</p>	<p>Ongoing</p>	<p>None</p>
<p>Access to the physical environment</p>				
<p>5. Ensure regular and effective training for support staff in the use of specialist evacuation equipment – EVAC chair</p>	<p>Robust procedures are in place for the evacuation of students/staff with limited mobility in the event of an emergency evacuation</p>	<p>Operations Manager Academy Nurse</p>	<p>Twice yearly</p>	<p>None</p>
<p>6. Ensure regular and effective training for support staff in moving, handling and toileting</p>	<p>The physical needs of all students are met</p>	<p>Operations Manager Academy Nurse</p>	<p>Twice yearly</p>	<p>None</p>
<p>7. Ensure every subject has access to specialist equipment and furniture where necessary</p>	<p>No student has impaired access to learning as a result of a lack of equipment</p>	<p>LA Specialist Teams Academy Nurse SENCO IN Manager</p>	<p>As and when needed</p>	<p>Variable per year</p>
<p>8. Ensure that specialist equipment and adaptations to the site in place for students/staff with impaired mobility are maintained</p>	<p>Access and movement around the Academy is not impaired for</p>	<p>Operations Manager</p>	<p>Ongoing</p>	<p>Variable per year</p>

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.	students/staff with additional needs	Site Team Academy Nurse		
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 Dept staff	Ongoing	Variable per year
Access to the curriculum				
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	Operations Manager Academy Nurse	Ongoing	Variable per year
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	Additional support and expertise is provided where needed to all students	Academy Nurse	Ongoing	None

specialist teams and that staff responsible are familiar with the range of services on offer to students from external agencies		SENCO		
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	Academy Nurse	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	Heads of English and Maths SENCO Vice Principal	Ongoing	Variable per year