

Dixons Croxteth Academy Accessibility Plan 2022-25

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

		2024-2025		
		1	2	3
A	No students to be absent on the basis of lack of accessibility to the building and environment, including expectations			
B	No student applicant turned away on the basis of lack of accessibility to the building environment			

Plan / Spend

Implementation Timetable

2024-2025

		Sep 24	Nov 24	Jan 25	Mar 25	May 25	July 25	Sept 26						Lead	1	2	3
		1	Ensure disabled parking bays are accessible at all times.													Site Staff	
2	Ensure paving slabs, kerbs, pathways etc are maintained													Site Staff			
3	Ensure disabled toilets are well maintained and compliant													Site Staff			
4	Ensure paving slabs, kerbs, pathways etc are maintained so that the level and smooth to avoid trip hazards. • Entrances/exits to main school													Site Staff			
5	Ensure a robust evacuation procedure for students, staff, and visitors with special needs, including mobility difficulties with updated													SLT HoY/F SENDCo SENDCo Admin			



Plan / Spend

Implementation Timetable

2024-2025

		Sep 24	Nov 24	Jan 25	Mar 25	May 25	July 25	Sept 26						Lead	1	2	3
			personal Emergency Evacuation Plans (PEEPS) and this is communicated to staff, student and parent.													Teaching Staff	
6	Change/update PEEPs when building work is complete.													SLT HoY/F SENDCo SENDCo Admin			
7	Increase confidence of staff in adapting the curriculum – identifying and provide training on adaptations and recording methods													SLT HoY/F SENDCo SENDCo Admin Teaching Staff LSAs			
8	Increase confidence of staff by offering specific training identified on CPD Plan/student Plans/behaviour tracking.													SLT HoY/F SENDCo SENDCo Admin			
9	Work collaboratively across all departments (Pastoral, behaviour, safeguarding and subject departments) to embed 'low arousal techniques' with 'low arousal' areas accessible around school. To helps students regulate.													SLT HoY/F SENDCo SENDCo Admin Teaching Staff LSAs			
10	Update student INIPs / INIS / INIMs with key information and ensure that this information is shared with all staff													SENDCo SENDCo Admin			

Plan / Spend

Implementation Timetable

2024-2025

		Sep 24	Nov 24	Jan 25	Mar 25	May 25	July 25	Sept 26						Lead	1	2	3
11	Ensure all staff are aware of disability - children’s curriculum access, information sharing with all agencies.													HoY/F SENDCo SENDCo Admin			
12	Ensure disabled students participate equally in after school and lunch time activities													SLT HoY/F SENDCo SENDCo Admin Teaching Staff LSAs			
13	Ensure a history of need is gathered for access arrangements and ensure reasonable adjustments are applied across all years.													HoY/F SENDCo SENDCo Admin			
14	Complete all access arrangement testing and submit to JCQ using a suitably qualified assessor (Level 7).													Data Manager SENDCo SENDCo Admin			

Key

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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