

Dixons Unity Academy Accessibility Plan 2023-26

This plan is drawn up in accordance with the planning duty in The Equality Act 2010, and should be read in conjunction with the Trust SEND Policy and the Academy's SEND Information Report. 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"*.

Aims

- 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 policies are consistent with compliance with The Equality Act 2010
 2. The academy recognises its duty under paragraph 3 schedule 10 to the Equality Act 2010:
 - a. Increasing the extent to which disabled students can participate in the academy's curriculum
 - b. Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the academy
 - c. Improving the delivery to disabled students of information which is readily accessible to students who are not disabled
 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
 - d. responsive and timely intervention
 5. The academy is committed to ensuring that adequate resources will be allocated to the implementation of the plan

Statements of success

| | | Annual RAG | | |
|---|--|------------|-------|-------|
| | | 23-24 | 24-25 | 25-26 |
| A | <i>Students with EHCPs and / or FFI funding spend a greatest proportion of their learning time having their needs fully met in the main timetabled lessons.</i> | | | |
| B | <i>Provision for students with social, emotional and mental health needs (SEMH) is proactive and structured, clearly defined and outcomes are monitored.</i> | | | |
| C | <i>Environmental and infrastructural resources and routines to support people with physical and / or sensory disabilities is reviewed, updated and maintained.</i> | | | |

Plan / Spend

| Plan / Spend | | Implementation Timeline | | | | | | | | | Annual RAG | | | |
|--------------|---|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------------|-------|-------|-------|
| | | Year 1 C1 | Year 1 C2 | Year 1 C3 | Year 2 C1 | Year 2 C2 | Year 2 C3 | Year 3 C1 | Year 3 C2 | Year 3 C3 | Lead Person | 23-24 | 24-25 | 25-26 |
| 1 | Establish INPs and SEND strategies as the main vehicle for ensuring an effective graduated response is in place for all high need SEND students. | Pt | Im | → | Rv | → | | Rv | → | | SENCo | | | |
| 2 | Develop a rolling programme of all staff CPD to support the strategies and classroom interventions included in students' INPs and SEND strategies. | | PI | Im | → | | Rv | → | | Rv | SLT/ SENCo | | | |
| 3 | Establish a flexible and responsive SEN Support ('additional and different') offer focusing on skills and confidence building for choice and participation. | | PI | Co | Im | → | | Rv | → | | SENCo / pastoral | | | |
| 4 | Work with behaviour, safeguarding, and teaching and learning departments to embed 'low arousal' approaches across all areas. | | | PI | Co | → | | | | | Culture Leads | | | |
| 5 | Develop a CPD package introducing 'low arousal' approaches for all staff and practitioners working directly with students. | | | PI | Im | → | | Rv | → | | SENCo / pastoral | | | |
| 6 | Review all current SEMH and wellbeing provision (external to the classroom / main routines) with a view to streamline and invest where necessary. | | | | PI | Co | → | | | Rv | SENCo / pastoral | NA | | |
| 7 | Year on year increase of the number of staff trained to use the emergency evac-chair facility. | Im | | | Im | | | Im | | | SLT / PFI | | | |
| 8 | Review all current physical and sensory access infrastructure (edgings, tactile pavement, lifts etc.) with a view to ensure maintenance and repair. | | | | PI | Im | → | | | Rv | SLT / PFI | NA | | |



Plan / Spend

Implementation Timeline

Annual RAG

| | | Year 1 C1 | Year 1 C2 | Year 1 C3 | Year 2 C1 | Year 2 C2 | Year 2 C3 | Year 3 C1 | Year 3 C2 | Year 3 C3 | Lead Person | 23-24 | 24-25 | 25-26 |
|----|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-------|-------|-------|
| 9 | Train all staff in how to produce sensory friendly screen resources e.g. PowerPoints (adjust brightness, contrast, colour combinations, fonts etc.) | | | | | | PI | Im | | Rv | SENCo / IT | NA | | |
| 10 | Develop unobtrusive but facilitative systems for establishing student voice in relation to SEND provision and access. | | | | | | PI | Im | | Rv | SENCo / SLT | NA | | |

Key

| | | | | | | | | | |
|----|-------------|----|------|----|-------|----|--------|----|-----------|
| Co | Communicate | PI | Plan | Pt | Pilot | Rv | Review | Im | Implement |
|----|-------------|----|------|----|-------|----|--------|----|-----------|

