



Dixons Allerton Academy

Accessibility Plan

**Responsibility for Review: Operations Manager
August 2015**

Statement of intent

This plan outlines the proposals of the governing body of Dixons Allerton Academy to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010;

- Improving the environment of the Academy to increase the extent to which students with disabilities can take advantage of education and associated services
- Increasing the extent to which students with disabilities can participate in the Academy curriculum
- Improving information delivery to students with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will;

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace.

Signed by

Principal

Date:

Chair of Governors

Date:

1. Purpose and direction

1.1 We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

1.2 Over time the Academy plans to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to;

- Improve access to the physical environment of the Academy
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students
- Improve the delivery of written information to students, staff, parents and visitors with disabilities
- Ensure that Early Years and Key Stage 1 provision is designed, planned and continually evaluated to ensure that underpinning principles of inclusion are observed.

1.3 Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and amended accordingly and new and revised plans will be drawn up every three years. The date for review is January 2018.

1. Improving access to the physical environment

Target/Issue	Who	When	Outcome	Cost	Review
Ensure that paving slabs, kerbs, pathways etc are maintained so that level & smooth to avoid trip hazards	Site Manager	weekly	Safer environment	Nil	On-going
Ensure adequate number of disabled parking bays are accessible at all times	Reception team to monitor car park SLT to remind staff through weekly team briefings SLT to speak to staff who abuse disabled parking bays	Daily basis As & when required As & when required	Parking spaces available for visitors/staff with special requirements at all times	Nil	On-going
Ensure indoor floors & handrails are maintained so that level & smooth to avoid trip hazards, glass panels	Site Manager	Monthly	Safer environment	Nil	On-going
Ensure that during inclement weather conditions external surfaces are cleared/treated to reduce risk of slips, trips & falls	Site Manager/Team	Winter months	Safer environment	Dependent on weather	Annually
Maintenance of lifts	Site Manager	As per statutory requirements	Functioning, safe lifts	£300	On-going

Target/Issue	Who	When	Outcome	Cost	Review
Ensuring a robust evacuation procedure for students, staff & visitors with special needs including mobility issues	<p>Operations Manager</p> <p>Academy Nurse to deliver training</p> <p>Operations Manager to plan additional training</p> <p>Academy Nurse to ensure recurrent training</p>	<p>On-going</p> <p>On-going</p> <p>As & when required</p> <p>On-going</p>	Robust evacuation procedure	Evac chairs already purchased	On-going
Ensure that Early Years and Key Stage 1 teaching spaces are neutral in colour, have clear pathways through, contain neutral and low furniture, are organised and labelled and that indoor learning spaces are quiet and calm at all times	Primary Head, Assistant Primary Head and EYFS Leader to ensure that development plans are up to date	On-going	All children can access the learning environments at all times	On-going	Termly

2. Increase access to the curriculum for students with a disability

Target/Issue	Who	When	Outcome	Cost	Review
Complete an accessibility audit with Specialist Staff from the Local Authority. To include Hearing Impaired, Visually Impaired, Autism Team and Speech and Language.	DOL – Inclusion Primary Head	Term 4 2016	Ensure strategies are current and consistently applied across the Academy.	-	04/2016
Update student Learning Plans with key information and ensure that this information is shared with all staff.	Inclusion Team Primary Class Teachers	Terms 3 and 4 2016	All students on the SEND register to have a current Learning Plan	-	05/2016
Fix all Inclusion laptops and install relevant software so that students have access to ICT support	ICT Engineer	Term 3 2016	All laptops fully functional	-	02/2016
Complete and submit all access arrangement tests	Inclusion Leader	Term 3 2016	Students have the correct support and establish a usual way of working	-	03/2016

3. Improve the delivery of written information to students, staff, parents and visitors with disabilities

Target/Issue	Who	When	Outcome	Cost	Review
Publish a student friendly version of the new SEND Policy	DOL – Inclusion	Term 3 2016	Revised document	-	23/02/2016
Re-draft a basic version of the Local Offer	DOL – Inclusion	Term 3 2016	Revised document	-	23/02/2016
Issue letters and documents in large font with an audio version on the website	Inclusion Team	Term 5 2016	Website updated	-	Term 6 2016
Duplicate copies of key information and current notices should be accessible from reception for disabled visitors.	Inclusion Administrator	Term 3 2016	Duplicate file	-	Term 4 2016

