

## Dixons Allerton Academy Accessibility Plan 2025/26

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.
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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

## 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*

## 2025/26 Cycle RAG

		1	2	3
A	No student absence on the basis of lack of accessibility to the building and environment, including expeditions			
B	No student applicants to be turned away on the basis of lack of accessibility to the building and environment			
C	Increasing the extent to which students with disabilities can access the curriculum			
D	Improving the communication delivery to individual needs			

## Plan / Spend

### Implementation timeline

### Yearly Cycle RAG

		Implementation timeline										Cost (£)	Lead	Yearly Cycle 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				1	2	3
1	Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	Im	→	Rv	Im	→	Rv	Im				-	OPS			
2	Ensure disabled parking bay is accessible at all times	Im	→	Rv	Im	→	Rv	Im				-	OPS			
3	Ensure indoor floors and handrails are maintained so that level and smooth to avoid trip hazards	Im	→	Rv	Im	→	Rv	Im				-	OPS			
4	Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties	Im	→	Rv	Im	→	Rv	Im				-	SEN			
5	Ensure during inclement weather conditions external surfaces are cleared and treated to reduce risk of slips, trips and falls.	Im	→	Rv	Im	→	Rv	Im					OPS			
7	Maintenance of lift for ease access	Im	→	Rv	Im	→	Rv	Im				-	OPS			
8	Maintenance of hoists, mobile and ceiling.	Im	→	Rv	Im	→	Rv	Im					OPS/S EN			



Plan / Spend		Implementation timeline											Cost (£)	Lead	Yearly Cycle 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				1	2	3
9	Ensure hygiene rooms always have an adjustable height bed, clinical waste and sharps bin and a working sink		Im	→	Rv	Im	→	Rv	Im					OPS			
10	Ensure all intimate care procedures are in line with the intimate care policy and Individual Health Care Plans for intimate care are clear and up to date		Im	→	RV	Im	→	RV	Im					SEN			
11	Ensure all individual learning plans are up to date with relevant information and this is shared with relevant staff.		Im	→	Rv	Im	→	Rv	Im					SEN			
12	Ensure appropriate supervision during transition around the building to support students with physical disabilities and additional needs		Im	→	Rv	Im	→	Rv	Im				-	SEN			
14	Complete all access arrangement testing and submit to JCQ		Im	→	Rv	Im	→	Rv	Im				-	SEN			
15	Develop an extend careers and preparation for working life to ensure no vulnerable students are NEET		PI	PI	PI	PI	Im	Rv	PI					SEN			
16	Ensure all visits and trips are adjusted as much as possible to ensure accessibility for all students with physical and medical needs.		Im	→	Rv	Im	→	Rv	Im					SEN			
17	Ensure that a team of qualified first aiders are available to meet the needs of students during the day, including meeting the needs of those with Type 1 diabetes and that a member of staff is trained to deliver medication.		Im	→	Rv	Im	→	Rv	Im					SEN OPS			
18	Ensure that specialist input is available to students with physical needs as necessary e.g. through support of local authority specialist teams and NHS services.		Im	→	Rv	Im	→	Rv	Im					SEN			
19	Ensure that appropriate paperwork for students with physical / medical needs is shared with relevant staff regularly e.g. PEEPS and IHCPs.		Rv/ Co	Rv/ Co	Rv/ Co	Rv/ Co	Rv/ Co	Rv/ Co	Rv/ Co					SEN			

## Key



**Co**

Communicate

**Pl**

Plan

**Pt**

Pilot

**Rv**

Review

**Im**

Implement

