

Dixons Brooklands Academy Accessibility Plan 2023-26

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.
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

2023/24 Cycle RAG

		1	2	3
A	No student applicants to be turned away due to lack of accessibility to the building and environment			
B	For all students to be able to access the full curriculum			

Plan / Spend

Implementation timeline

2023/24 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			Cost	Lead	1	2	3
1	Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to allow full access to the building for all learners and visitors	RV			RV		RV	RV		RV				SRO			
2	Ensure disabled toilets are well maintained and compliant	RV			RV		RV	RV		RV				SRO			
3	Ensure disabled parking bay is always accessible	RV			RV		RV	RV		RV				SRO			
4	Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated PEEPS communicated to all staff	IM		RV				RV		RV				SRO			
5	Ensure medical room is fully equipped and includes an adjustable height bed, clinical waste and sharps bin and a working sink	IM		RV			RV			RV				SRO			
6	Ensure all intimate care procedures are in line with the intimate care policy and INIMs for intimate care are clear and up to date	IM		RV			RV			RV				SDI			
7	Ensure appropriate supervision during transition between buildings to support students with physical disabilities and additional needs	IM		RV			RV			RV				PET			



Plan / Spend

Implementation timeline

2023/24 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			Cost	Lead	1	2	3
		8	Update student INIPs / INIS / INIMs with key information and ensure that this information is shared with all staff	IM		RV			RV			RV				PET	
9	Have a bank of exam reader pens and appropriate slim line laptops for use in exams and assessments	PL	IM	RV			RV			RV				PET			
10	Complete all access arrangement testing and submit to JCQ using SPLD Level 7 assessor	PL	IM	RV	PL	IM	RV	PL	IM	RV				PET			
11	Increase confidence of staff in adaptive teaching of the curriculum by providing robust training and CPD	PL	IM			RV		IM		RV				PET / HMU			
12	Provide targeted CPD using expert external agencies to upskill all student facing staff		PL	IM		RV		IM		RV				PET / HMU			
13	Work with behaviour, safeguarding and subject departments to embed 'low arousal techniques'		PL	CO	IM	RV		RV		RV				PET			
14	Establish a safe space for students to access for intervention and support outside of the classroom with appropriate IT access and resources	PL	IM		RV			RV		RV				PET			
15	Review all current SEMH and wellbeing provision in relation to accessing support outside of the classroom		PL	RV			RV	PL		RV				PET			
16	Develop Student voice for students with SEND in relation to accessibility of resources, provision and access		PL		IM		RV		RV					PET			
17	Develop a system for parents and carers to communicate more effectively in relation to SEND provision and access			PL	IM		RV							PET			

Key

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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