

Dixons Marchbank Primary Accessibility Plan 2024-27

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		
		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	Curriculum to be accessible to all and all lessons adapted appropriately			

Plan / Spend

Plan / Spend		Implementation Timeline									Annual RAG			
		Year 1 C1	Year 1 C2	Year 1 C3	Year 1 C1	Year 1 C2	Year 1 C3	Year 1 C1	Year 1 C2	Year 1 C3	Lead Person	1	2	3
1	Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	PI	Im	→			Rv	Im	→		Estates			
2	Ensure disabled parking bay is accessible at all times	PI	Im	→	Rv	PI	Im	→	Rv	PI	Estates			
3	Ensure indoor floors and handrails are maintained so that they are level and smooth to avoid trip hazards	PI	Im	→	Rv	PI	Im	→	Rv	PI	Estates/OBM			
4	Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated Personal Emergency Evacuation Plans (PEEPS) and this is communicated to all staff	Im	Rv	PI	Im	Rv	PI	Im	Rv	PI	SENDco/OBM			
5	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	PI	Im	Rv	PI	Im	Rv	PI	SENDco			
6	Ensure appropriate supervision during transition between buildings and external areas to support students with physical disabilities and additional needs	Im	Rv	PI	Im	Rv	PI	Im	Rv	PI	SENDco			
7	Ensure disabled toilets are maintained and compliant	PI	Im	→	Rv	Im	→	Rv	Im	→	Estates			
8	Ensure outdoor floors and handrails are maintained and are level and smooth to avoid hazards	PI	Im	→	Rv	PI	Im	→	Rv	PI	Estates/OBM			
9	Increase the confidence of staff in adapting the curriculum to ensure inclusivity and identifying and providing training	PI	Im	Rv	PI	Im	Rv	PI	Im	Rv	SLT			



Plan / Spend

Implementation Timeline

Annual RAG

		Year 1 C1	Year 1 C2	Year 1 C3	Year 1 C1	Year 1 C2	Year 1 C3	Year 1 C1	Year 1 C2	Year 1 C3	Lead Person	1	2	3
10	Ensure all learning plans, PEEPs and Care Plan are shared with relevant staff and identifying and providing training	PI	Im	Rv	PI	Im	Rv	PI	Im	Rv	SENDco			
11	All school visits and trips to be accessible to all	PI	Im	Rv	PI	Im	Rv	PI	Im	Rv	CTs			
12	Review PE curriculum to ensure PE accessible to all	PI	Im	Rv	PI	Im	Rv	PI	Im	Rv	SENDco/Sports Coach			
13	Review curriculum areas to include disability issues ensuring planning takes into account of children with disabilities	PI	Im	Rv	PI	Im	Rv	PI	Im	Rv	CTs/SLT			
14	Ensure all extra-curricular activities are accessible to all	PI	Im	Rv	PI	Im	Rv	PI	Im	Rv	SLT			
15	Ensure information given to Parents/carers is accessible	Im		Rv	Im		Rv	Im		Rv	SLT			
16	Ensure that accessibility is discussed in annual reviews	PI	Im	Im	PI	Im	Im	PI	Im	Im	SENDco			
17	Interpretation available for parents where required	Im	→		Im	→		Im	→		SLT			

Key

Co

Communicate

PI

Plan

Pt

Pilot

Rv

Review

Im

Implement

