

Dixons Trinity Chapeltown Accessibility Plan 2019/20

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfES in July 2002.

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“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 DDA (as amended by SENDA and the Equality Act).
 2. The academy recognises its duty under the DDA (as amended by the SENDA and the Equality Act):
 - 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

2019/20 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			

Plan / Spend

Implementation timeline

2019/20 Cycle RAG

		Implementation timeline												Cost (£)	Lead	2019/20 Cycle RAG		
		Jul 19	Sep 19	Nov 19	Jan 20	Mar 20	May 20	Jul 20	Sep 20	Dec 20	Mar 21	Jun 21	Year 3			1	2	3
1	Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	Co	Im	→				Rv	Im	→		Rv	Im	-	KWa			
2	Ensure disabled parking bay is accessible at all times	Co	Im	→				Rv	Im	→		Rv	Im	-	SJo			
3	Ensure indoor floors and handrails are maintained so that level and smooth to avoid trip hazards	Co	Im	→				Rv	Im	→		Rv	Im	-	KWa/ SJo			
4	Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties	Co	Pl	Im	→	Co	Pl	Im	Rv	Im	→	Rv	Im	-	SJo/ MSh/ KWa			
5	Find translation services and ensure all key letters are regularly translated into Romanian	Co	Pl	Im	→									£500	PSa/ ASw			
6	Create translated versions of the Family Handbook into Urdu, Romanian and Arabic					Co	Pl	Im	Rv			Im	Rv	£900	PSa/ ASw			
7	Whilst in temporary accommodation with no lift, have a clear plan for students who may have accessibility difficulties	Co	Pl											-	PSa/ CRi/ ASw			
8	Ensure medical room has adjustable height bed, clinical waste and sharps bin and a working sink	Co	Pl	Im	→		Pl	Im	→			Rv	Im	£100	PSa/ TLa/ ASw			



Plan / Spend	Implementation timeline												Cost (£)	Lead	2019/20 Cycle RAG			
	Jul 19	Sep 19	Nov 19	Jan 20	Mar 20	May 20	Jul 20	Sep 20	Dec 20	Mar 21	Jun 21	Year 3			1	2	3	
9	Ensure all intimate care procedures are in line with the intimate care policy and INIMs for intimate care are clear and up to date	Co	PI	Im	→		PI	Im	→			Rv	Im	-	ASw/ JOI			
10	Ensure appropriate supervision during transition between buildings to support students with physical disabilities and additional needs	Co	PI	Im	→		PI	Im	→			Rv	Im	-	ASw/ JOI			
11	Provide a regular mini bus service to support transition to the sports facilities for students with mobility difficulties	Co	PI	Im	→		PI	Im	→			Rv	Im	£5,400	SJo/ PSa			
12	Update student INIPs / INIS / INIMs with key information and ensure that this information is shared with all staff	Co	PI	Im	→		→	Rv	Im	→		Rv	Im	-	CRi/ ASw			
13	Complete an accessibility audit with specialist staff from the Local Authority, including hearing impaired, visually impaired, autism team and speech and language							Co	PI	Im	Rv			-	ASw/ PSa			
14	Have a bank of exam reader pens and appropriate slim line laptops for use in exams and assessments							Co	PI	Im	→	Rv	Im	£2,000	CRi/ PSa			
15	Complete all access arrangement testing and submit to JCQ								Co	PI		Im	→	-	CRi/ PSa			
16	Ensure new build lift is compliant for all wheelchair users					Co	PI	Im	→			Rv	Im	-	SJo			
17	Ensure new build has a compliant disabled toilet which is well maintained					Co	PI	Im	→			Rv	Im	-	SJo/ KWa			

Key

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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