

Dixons Trinity Chapeltown Accessibility Plan 2022/25

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 in 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

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

2022-2025 RAG

		22-23	23-24	24-25
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

2022-2025 Cycle RAG

		Jul 22	Sep 22	Nov 22	Jan 23	Mar 23	May 23	Jul 23	Sep 23	Dec 23	Mar 24	Jun 24	Year 3	Cost (£)	Lead	22-23	23-24	24-25
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	-	FWo			
2	Ensure disabled parking bay is accessible at all times	Co	Im	→				Rv	Im	→		Rv	Im	-	FWo			
3	Ensure indoor floors and handrails are maintained so that level and smooth to avoid trip hazards	Co	Im	→				Rv	Im	→		Rv	Im	-	FWo			
4	Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated PEEPS communicated to all staff	Co	PI	Im	→	Co	PI	Im	Rv	Im	→	Rv	Im	-	FWo			
5	Find translation services and ensure all key letters are regularly translated into Urdu, Arabic and Romanian	Co	PI	Im	→									£500	JRa			
6	Create translated versions of the Family Handbook into Urdu, Romanian and Arabic					Co	PI	Im	Rv			Im	Rv	£900	EHi			
8	Ensure medical room has adjustable height bed, clinical waste and sharps bin and a working sink	Co	PI	Im	→		PI	Im	→			Rv	Im	£200	FWo			
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	-	FWo /			



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		Implementation timeline											Cost (£)	Lead	2022-2025 Cycle RAG			
		Jul 22	Sep 22	Nov 22	Jan 23	Mar 23	May 23	Jul 23	Sep 23	Dec 23	Mar 24	Jun 24			Year 3	22-23	23-24	24-25
10	Ensure appropriate supervision during transition between buildings to support students with physical disabilities and additional needs	Co	PI	Im	→			Rv	Im	→		Rv	Im	-	IEI/KHi			
11	Provide a regular minibus service to support transition to the sports facilities for students with mobility difficulties	Co	PI	Im	→			Rv	Im	→		Rv	Im	£5,400	FWo			
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	-	IEI/KHi			
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	→			Co	PI	Im	Rv			-	IEI / KHi			
14	Have a bank of exam reader pens and appropriate slim line laptops for use in exams and assessments	Co	PI	Im	→			Co	PI	Im	→	Rv	Im	£2,000	JRa			
15	Complete all access arrangement testing and submit to JCQ	Co	PI	Im	→			Rv	Im	→		Rv	Im	-	JRa			
16	Increase confidence of staff in differentiating and scaffolding curriculum by providing robust training and CPD	Co	PI	Im	→			Rv	Im	→		Rv	Im		IEI / KHi / SWH			
17	Ensure disabled toilets are well maintained and compliant	Co	PI	Im	→			Rv	Im	→		Rv	Im	-	FWo			
18	Ensure disabled students and students with mobility issues participate equally in extra and co-curricular electives	Co	PI	Im	→			Rv	Im	→		Rv	Im		CBa			
19	Available interpretation services for all families if required	Co	PI	Im	→			Rv	Im	→		Rv	Im		SFo			

Key

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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