

## Dixons Trinity Chapeltown Accessibility Plan 2025/28

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 2020
  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*

		2025-2028 RAG		
		25-26	26-27	27-28
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 25	Sep 25	Nov 25	Jan 6	Mar 26	May 26	Jul 26	Sep26	Dec 26	Mar 27	Jun 27	Year 3	Cost (£)	Lead	25-26	26-27	27-28
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	-	MSH			
2	Ensure disabled parking bay is accessible at all times	Co	Im	→				Rv	Im	→		Rv	Im	-	MSH			
3	Ensure indoor floors and handrails are maintained so that level and smooth to avoid trip hazards	Co	Im	→				Rv	Im	→		Rv	Im	-	MSH			
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	-	EHI			
5	Find translation services and ensure all key letters are regularly translated into Urdu, Arabic and Romanian	Co	PI	Im	→									£500	JMA			
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	IEL			
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	-	IEL			



Plan / Spend		Implementation timeline											Cost (£)	Lead	2022-2025 Cycle RAG			
		Jul 25	Sep 25	Nov 25	Jan 6	Mar 26	May 26	Jul 26	Sep26	Dec 26	Mar 27	Jun 27			Year 3	25-26	26-27	27-28
10	Ensure appropriate supervision during transition between buildings to support students with physical disabilities and additional needs	Co	PI	Im	→			Rv	Im	→		Rv	Im	-	IEL			
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	MSH			
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	-	IEL/AO G			
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			-	IEL/AO G			
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	IEL/AO G			
15	Complete all access arrangement testing and submit to JCQ	Co	PI	Im	→			Rv	Im	→		Rv	Im	-	IEL/AO G			
16	Increase confidence of staff in differentiating and scaffolding curriculum by providing robust training and CPD	Co	PI	Im	→			Rv	Im	→		Rv	Im		IEL / JRA/ ARA			
17	Ensure disabled toilets are well maintained and compliant	Co	PI	Im	→			Rv	Im	→		Rv	Im	-	MSH			
18	Ensure disabled students and students with mobility issues participate equally in extra and co-curricular electives	Co	PI	Im	→			Rv	Im	→		Rv	Im		CFA			
19	Available interpretation services for all families if required	Co	PI	Im	→			Rv	Im	→		Rv	Im		RLA			

#### Key

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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