

Dixons Fazakerley Academy Accessibility Plan 2021-24

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

		2021/22 Cycle RAG		
		1	2	3
A	100% of students identified on the SEND Register to be subject to the statutory 'assess, plan, do, review' cycle and have accompanying evidence base			
B	100% of students with a known medical need requiring a care plan to have an INIM and for this to be communicated and reviewed regularly			
C	For there to be provision within the building for physiotherapy, personal care needs and intimate care needs to be met with dignity			

Plan / Spend

Implementation timeline

2021/22 Cycle RAG

		Jul 21	Sep 21	Nov 21	Jan 22	Mar 22	May 22	Jul 22	Sep 22	Dec 22	Mar 23	Jun 23	Year 3	Lead	2021/22 Cycle RAG		
															1	2	3
1	Each student on the current SEND Register (2020/21 year 7 to 10) to be reviewed and updated	PI	Im	→					Rv	Im	→		Rv				
2	Each student on the new SEND Register (2021/22 year 7) to be reviewed and updated	Co	PI	Im	→				Rv	Im	→		Rv				
3	Each student on the SEND Register to have baseline data / evidence relevant to their need type	Co	PI	Im	→				Rv	Im	→		Rv				
4	Each student on the SEND Register to have provision designed based on the data / evidence		Co	PI	Im	→				Rv	Im	→	Rv				
5	Each student's provision and 'assess, plan, do, review' process to be supported by paperwork e.g. INIS and INIP		Co	PI	Im	→				Rv	Im	→	Rv				
6	The 'assess, plan, do, review' process to be built into the whole academy cycles structure		Co	PI	Im	→				Rv	Im	→	Rv				
7	To begin to build an evidence base of completed 'assess, plan, do, review' process for each student			Co	PI	Im	→		Rv	Im	→	Rv	Rv				
8	Wherever possible, for an NHS (or similar) care plan to be held in school for each child known to require one	Co	PI	Im	→				Rv	Im	→		Rv				



Plan / Spend	Implementation timeline													2021/22 Cycle RAG		
	Jul 21	Sep 21	Nov 21	Jan 22	Mar 22	May 22	Jul 22	Sep 22	Dec 22	Mar 23	Jun 23	Year 3	Lead	1	2	3
9	Co	Pl	Im	→				Rv	Im	→		Rv				
10		Co	Pl	Im	→			Rv	Im	→		Rv				
11	Co	Pl	Im	→				Rv	Im	→		Rv				
12							Co	Pl	Im	→		Rv				
13	Pl	Im	→					Rv	Im	→		Rv				
14	Pl	Im	→					Rv	Im	→		Rv				
15	Pl	Im	→					Rv	Im	→		Rv				
16	Pl	Im	→					Rv	Im	→		Rv				
17	Pl	Im	→					Rv	Im	→		Rv				
18	Pl	Im	→					Rv	Im	→		Rv				

Key

Co	Communicate	Pl	Plan	Pt	Pilot	Rv	Review	Im	Implement
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