

## Dixons Fazakerley Academy Accessibility Plan 2023-26

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	100% of students with a known medical need that may require preventative or responsive support from staff other than the nurse to have an INIM			
B	For all information being shared via the website or correspondence with families e.g. letters, texts, to be available in a range of inclusive formats			
C	For all students with an EHCP and / or FFI funding to have an up to date INIP that has been shared with parents and reviewed with all stakeholders			

## 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	Establish an accurate list of students who are eligible for an INIM	Im			Im			Im			J Simms			
2	Communicate with families of students with medical conditions to ensure information is up to date and accurate	Im			Im			Im			J Simms			
3	Write INIMs for every eligible student (and store in a shared area)	Pl	Im		Rv			Rv			J Simms			
4	Deliver all staff CPD on how to use the INIMs		Im		Im			Im			J Simms			
5	Establish a system for regular review of the INIMs, including identifying newly eligible students and, where appropriate, discontinuation of INIMs		Im	Rv	Im	Rv	Rv	Im	Rv	Rv	J Simms			
6	Discuss and agree what documentation in reception would be possible and useful to provide as standard and what could be provided by request			Pl	Im					Rv	SLT			
7	Agree an implementation timeline for any standard accessible resources e.g. large print version of impact report to be kept alongside others in reception				Pl	Im	Rv			Rv	Agreed SLT Lead			
8	Communicate the options that are available and how to access them to visitors, e.g. signs in reception or on visitor information leaflets					Im	Rv			Rv	Agreed SLT Lead			
9	Communicate the options that are available and how to access them to families e.g. in the newsletter or on the website, or at parents evening					Im	Rv			Rv	Agreed SLT Lead			
10	Ensure that relevant staff are aware of their responsibilities for maintenance and review of the agreed arrangements						Im			Rv	Agreed SLT Lead			

## Statements of success

											Annual RAG			
											1	2	3	
11	For all academic staff to have received training on how to use the INIPs in their day to day practice	Im			Im			Im			SEND Lead			
12	For all INIPs to be shared with staff in a face to face briefing at the beginning of each cycle	PI	Im	→			Rv	Im	→		SEND Lead			
13	For all INIPs to be shared with families at Key Worker Meetings within each cycle		PI	Im	→		Rv	Im	→		SEND Lead			
14	For all staff to provide feedback on the INIPs in a face to face meeting towards the end of the cycle		PI	Im	→		Rv	Im	→		SEND Lead			
15	For all families to be invited to feed back on the previous INIP and proposed updates before finalisations		PI	Im	→		Rv	Im	→		SEND Lead			
16	For all students with an INIP to be able to feed back on the previous INIP and proposed updates, in a way that is appropriate to their needs			PI	Im	→	Rv	Im	→		SEND Lead			

### Key

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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