

Dixons Croxteth Academy Accessibility Plan 2025-28

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

For the academy to be fully accessible to those with sensory impairments and / or physical disabilities, including fine and gross motor impairments

		Annual RAG		
		1	2	3
A	No students to be absent on the basis of lack of accessibility to the building and environment, including expectations			
B	No student applicant turned away on the basis of lack of accessibility to the building environment			

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	Ensure disabled parking bays are accessible at all times.										Site Staff			
2	Ensure paving slabs, kerbs, pathways etc are maintained										Site Staff			
3	Ensure disabled toilets are well maintained and compliant										Site Staff			
4	Ensure paving slabs, kerbs, pathways etc are maintained so that the level and smooth to avoid trip hazards. • Entrances/exits to main school										Site Staff			
5	Ensure a robust evacuation procedure for students, staff, and visitors with special needs, including mobility difficulties with updated personal Emergency Evacuation Plans (PEEPS) and this is communicated to staff, student and parent.										SLT HoY/F SENDCo SENDCo Admin Teaching Staff			
6	Change/update PEEPs when building work is complete.										SLT HoY/F			



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
											SENDCo SENDCo Admin			
7	Increase confidence of staff in adapting the curriculum – identifying and provide training on adaptations and recording methods										SLT HoY/F SENDCo SENDCo Admin Teaching Staff LSAs			
8	Increase confidence of staff by offering specific training identified on CPD Plan/student Plans/ behaviour tracking.										SLT HoY/F SENDCo SENDCo Admin			
9	Work collaboratively across all departments (Pastoral, behaviour, safeguarding and subject departments) to embed ‘low arousal techniques’ with ‘low arousal’ areas accessible around school. To helps students regulate.										SLT HoY/F SENDCo SENDCo Admin Teaching Staff LSAs			
10	Update student INIPs / INIS / INIMs with key information and ensure that this information is shared with all staff										SENDCo SENDCo Admin			
11	Ensure all staff are aware of disability - children’s curriculum access, information sharing with all agencies.										HoY/F SENDCo SENDCo Admin			
12	Ensure disabled students participate equally in after school and lunch time activities										SLT HoY/F			



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
											SENDCo SENDCo Admin Teaching Staff LSAs			
13	Ensure a history of need is gathered for access arrangements and ensure reasonable adjustments are applied across all years.										Hoy/F SENDCo SENDCo Admin			
14	Complete all access arrangement testing and submit to JCQ using a suitably qualified assessor (Level 7).										Data Manager SENDCo SENDCo Admin			

Key

Co	Communicate	Pl	Plan	Pt	Pilot	Rv	Review	Im	Implement
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