



**GEORGE
DIXON
ACADEMY**

ACCESSIBILITY PLAN 2015-2018

Date Created:	October 2015
Last Review:	July 2017
Reviewed By:	Edward Smedmore, SENCO
Approval Date:	18 July 2017
Approved By:	Governing Body
Next Review:	July 2018

Background

At George Dixon Academy, we have created an inclusive community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys and achieves and makes a positive contribution to the wellbeing of the school community. We are committed to the care and well-being of all students so that they may work and learn in a safe, secure environment. In all aspects of the school, the stakeholders (governors, staff, students, parents and the wider community) are committed to working together to ensure that the Academy community remains true to the equal value principle underpinning its policies. Through a series of inter-related policies and procedural guidelines we support disability equality in all aspects of school life for students, staff and visitors. All new policies and protocols are carefully examined to ensure access and equality in diversity.

Equal Value Principle

Everyone at George Dixon Academy has equal value. The policy of equality, of 'opportunity in diversity', is based on the principle of respect for the individual. The Academy is an integrated whole, inclusive of the students with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties. It addresses each person's unique, intellectual, physical, spiritual, emotional or social needs. All members of the school community work together to create an atmosphere in which each member can grow and flourish regardless of gender, colour, ethnic origin, nationality, age, socioeconomic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement. Every area of Academy life reflects this attention to individual needs and rights, as all Academy policies are founded on these basic principles, which are embodied in the academy aims and values. Students have full and open access to a broad and balanced curriculum and to a range of extracurricular experiences. Detailed attention is given to resourcing and the development of an appropriate environment to meet the needs of individual students and groups within the diverse Academy community. The language used in the school community, spoken or written, fosters a positive attitude to each person whatever her/his race, class, colour, creed, sex, sexuality, age or ability.

The Equality Act 2010 and schools

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

OFSTED inspections may include a school's accessibility plan as part of their review.

Statement of intent

This Accessibility plan outlines the proposals of the governing body of George Dixon Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

Planning Duty 1 – Accessing the Curriculum

	Objective	What	How/Staff	When
Short term	Ensure Compliance with Equalities Act 2010	Staff and Governors informed of requirements and obligation of Single Equalities Act 2010 and of the Accessibility Plan	Headmaster / SENCO and Governors	Term 1 Each Year
	Ensure the curriculum meets the needs of all students	Curriculum review process to include consideration of all students including those with disabilities.	SLT	Term 1 &2 Each Year
	Ensure student disability is identified and that reasonable adjustments are made in provision	Additional Educational Needs (AEN) plan for each student identified is in place in September of each year.	SEN Production of IEPs	Term 1 Each Year
	Ensure all groups of students with common needs have support and adjustments to the provision e.g. Pupil Premium, EAL, AEN, ethnic minority	Identification of students and notification to staff of students in groups.	Monitor and checking of progress through year	Term 1 each year
	Ensure students with a disability have fair access to educational visits.	Staff planning trips to include provision for students with a disability	Headmaster and EVC	As and when relevant trips and visits are organised.

Planning Duty 2 – The Physical Environment

	Objective	What	How/Staff	When
Short term	Ensure Provision for current students is correct.	Post BSF Review Toilet and building access arrangements are in place for current students e.g. handrails, lifts and ramps	Departmental and Pastoral Teams to report to Headmaster and Director of Support Services	Term 1 Each Year
	Ensure staff training including first aid training is place to support needs of student body	Review how current students are being met Academy Nurse and School Social Worker recruited and in post.	Headmaster and SLT	Term 1 Each Year
	Ensure Parking and access to building for physically disabled student and their parents when they visit the Academy is in place.	Review the post BSF arrangements. Do they work?	Director of Support Services	Term 1 Each Year
Medium term	Ensure post BSF access arrangements are suitable for physically disabled users	Check Lifts, handrails, ramps and charging points for wheel chairs Fire Evacuation Procedures – Refuge Points , Staff Training , Potential Future Students Toilets and Washroom Painting /marking of step edges to aid visually impaired	Headmaster and Governing Body Director of support Services Support from SENCO and A2E	Each year

Planning Duty 3 – Access to information normally provided in written form

	Objective	What	How/Staff	When
Short term	Ensure students with difficulties in using language are supported in the delivery of the curriculum..	Literacy needs identified in year 7 through standardised assessments and then reviewed continuously throughout all years	Accelerated reader assessment, Access Reading tests and Fresh Start programme and SEN assessment/Literacy Coordinator and SENCO	Term 1 of each year then re assess end of year, along with continuous data monitoring throughout
	Ensure students with visual and/or hearing impairment have access to the curriculum	Identification of needs of students joining the school with hearing and / or visual impairment	Teaching staff to be made aware of students in their class with hearing impairment and to plan lessons. Admissions / HOY and SENCO appropriately Ensure appropriate support is sought from sensory support team at A2E	Term 1 and through year
	Ensure Learning Resource Centre (LRC) has material available to support the learning of students with visual impairment..	Identification of needs of students with visual impairment	Librarian to be notified and acquire suitable resources/Admissions/ HOYs and SENCO Ensure appropriate support is sought from sensory support team at A2E	Term 1 and through the year

Linked Policies

Equality and Diversity Policy
SEN Policy

Review

Annual Review by Governing Body

Signed (Chairperson):  _____
Print Name: SIR ROBERT DOWLING Date: 18 JULY 2017