



Accessibility Plan 2023 – 2026

Purpose of Plan

The purpose of this plan is to show how our school intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Within our school vision, we clearly state the importance of being determined to create and maintain a caring community in which we respect and encourage each other, and the potential of all is realised because we all matter.

This Accessibility Plan outlines the proposal 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:

- Increasing access for disabled pupils to the school curriculum.
- Improving access to the physical environment of the school.
- Improving the delivery of written information to disabled pupils.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 **defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' or 'long-term' adverse effect on their ability to undertake normal day-to-day activities.**

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as those affecting sight, hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010 to alleviate any substantial disadvantage that a disabled pupil faces in comparison to a non-disabled person.

Action Plan

1. Increasing access for disabled pupils to the school curriculum.

Current good practice

- Personalised and creative support is arranged so that pupils can access all activities including trips, visits, and after-school and breaktime activities.
- Transition from setting to setting is carefully planned and personalised for pupils with SEND and EHCP (Education Health Care Plans) reviews are attended by the SENCO (Special Educational Needs Coordinator) at the primary school during Year 6, and Year 5 if required.
- Mobility plans put in place.
- All pupils with SEND have a profile which makes clear to all staff the challenges/learning barriers and details appropriate adaptive teaching strategies that can be used in the classroom.
- Any reasonable resources are tailored to meet the needs of pupils so they can successfully access the curriculum.
- Positive relationships are established with outside agencies so that guidance and support can be given and acted upon.
- Individual care plans are in place for pupils with medical needs and monitored by the school Nurse.
- A clear referral process is in place so all staff can raise potential SEND concerns quickly.
- All Safeguarding protocols, as per The Safeguarding Policy, retain paramountcy; OFSTED judged Safeguarding at the Academy to be 'effective' in June 2022.
- Additional adults and support staff build positive relationships, support flexibility, and facilitate independent learning.

Accessibility Outcome	Action to ensure Outcome	Who	Long, medium, or short-term	Notes
<ul style="list-style-type: none"> Staff at the Academy have high aspirations and expectations of pupils with SEND. 	<ul style="list-style-type: none"> Implementation of Senior Leadership Inclusion meeting every fortnight. Quality Assurance lesson observations. Regular SEND training delivered as part of the Professional Development Briefing to build on the SEND briefings delivered during the Academic Year 2022-23. SEND updates/inputs into Year Group MDMs every fortnight (Multi-Disciplinary Meetings) 	TM/CN/ DH/KH	Short Term	
<ul style="list-style-type: none"> Staff have regular and updated training on pupils' additional needs and how those needs can be met. 	<ul style="list-style-type: none"> Regular SEND training delivered as part of the Professional Development Briefing to build on the SEND briefings delivered during the Academic Year 2022-23. 	KH	Long Term	

	<ul style="list-style-type: none"> • Good Autism Practice - External CPD (Continuing Professional Development) November 2023. Following training to be disseminated to the SEND Team and Academy Staff 	KH	Short Term	
<ul style="list-style-type: none"> • Pupils with SEND are included in pupil forums and have the opportunity to take on responsibilities around school. 	<ul style="list-style-type: none"> • Implement an audit register to track involvement of SEND pupils in forums and have responsibilities around school. • Regular monitoring of register to ensure SEND inclusion in these forums and responsibilities around school. 	KH	Short Term	
		KH	Medium Term	
<ul style="list-style-type: none"> • Pupils with SEND take part in a range of extracurricular activities 	<ul style="list-style-type: none"> • Implement an audit register to track involvement of SEND pupils in forums and have responsibilities around school. • Regular monitoring of register to ensure 	KH/JR	Medium Term	
		KH/JR	Medium Term	

	SEND inclusion in these forums and responsibilities around school.			
<ul style="list-style-type: none"> Targeted, small group and/or individual activities to improve self-esteem, confidence, and social skills. 	<ul style="list-style-type: none"> On-going development of the James Dixon Centre (the intervention hub). Development of social skills provision. 	JP/SB	Medium Term	
		KH	Medium Term	
<ul style="list-style-type: none"> Targeted 1:1 reading and numeracy intervention. 	<ul style="list-style-type: none"> Development of Active Reading Intervention delivered in Year 7 to targeted students. Development of Numeracy Intervention delivered in Year 7 to targeted students. Continued development of strategic reading and numeracy support Year 8 – 11. 	KH/ SEND TEAM	Long Term	
		KH/ SEND TEAM	Long Term	
		KH/ SEND TEAM	Long Term	

2. Improving access to the physical environment of the school.

Current good practice

- There are disabled toilets and disabled shower facilities available in several locations across the Academy.
- Much of the Academy is accessible and, where accessibility is currently not possible, creative solutions and adaptations are found.
- Painting/marketing of step edges to aid visually impaired students.
- Disabled parking and access to the building for physically disabled pupils and their families.
- Physically disabled pupils can easily be dropped off and collected by their family.
- Medical and hygiene facilities are private for those pupils with the greatest need.

Accessibility Outcome	Action to ensure Outcome	Who	Long, medium, or short-term	Notes
<ul style="list-style-type: none"> • Buildings are adapted to ensure that most areas are physically accessible for people with disabilities. 	<ul style="list-style-type: none"> • Tim Lewis to commission an Accessibility Audit with Birmingham Council with a view to further increasing independent access to the site for wheelchair users. 	TL	Long term	
<ul style="list-style-type: none"> • Where adaptations are not possible creative solutions are found to moving from class to class and accessibility to classes. 	<ul style="list-style-type: none"> • Audit of school environment to identify areas where adaptations are not possible. • EVAC plans in place. • Mobility plans in place. 	WH/KH	Short Term	

<ul style="list-style-type: none"> • Pathways around the setting and parking arrangements are safe, easily accessible, and well signed. 	<ul style="list-style-type: none"> • Works to uneven slabs near the canteen will be completed. • Annual audit of pathways around the Academy. • Annual assessment of parking arrangements. 	TM/WH /Site Team	Medium Term	
<ul style="list-style-type: none"> • Emergency and evacuation systems are accessible to all. 	<ul style="list-style-type: none"> • Annual audit of emergency evacuation systems. • Emergency evacuation plans in place for identified pupils. 	WH/KH	Short Term	
<ul style="list-style-type: none"> • Calm low sensory areas are available in the setting. 	<ul style="list-style-type: none"> • Sensory play area outside G8 to be completed. • An additional indoor low-sensory area to be found in addition to G4, currently used by SEND pupils at break and lunch time. 	Site Team	Short Term Medium Term	
<ul style="list-style-type: none"> • Rooms are optimally organised for pupils with a physical disability. 	<ul style="list-style-type: none"> • Annual audit 	WH/KH	Short Term	
<ul style="list-style-type: none"> • Furniture and equipment selected, adjusted, and 	<ul style="list-style-type: none"> • Annual audit and review. 	KH	Short Term	

located appropriately.					
<ul style="list-style-type: none"> Increase the use of signs of symbols for pupils with visual impairments and in picture form 	<ul style="list-style-type: none"> Pupils with ASD (autism spectrum disorder), communication and visual impairments provided with visual timetables. Annual audit to establish where improved signs and symbols can be used. 	EG	Short Term and ongoing		
		Support from VI Team	Medium Term		
<ul style="list-style-type: none"> Highly visible markings are used to ensure the safety of pupils with a visual impairment. 	<ul style="list-style-type: none"> Audit of the site annually. 	WH and the Site Team	Short Term and ongoing		
<ul style="list-style-type: none"> Accessible signage used throughout the Academy's environment and at all activities and events. 	<ul style="list-style-type: none"> VI Team to audit signage and provide guidance on the most appropriate font style. 	KH with Sarah Masters from the VI Team	Short Term		

3. Improving the delivery of written information to disabled pupils.

Current good practice

- Coloured paper to photocopy resources on is available to staff to ensure that identified pupils receive the resources they need. Coloured classroom books are also available to identified pupils.
- Chromebooks/iPad allocated to identified pupils to aid access to information in the classroom.

<ul style="list-style-type: none"> • Visual Impairment Management Plans in place for identified pupils are regularly updated by the visual impairment team. • Pupils are supported in accessing information on careers and Post 16/18 pathways and providers • Exam Access Arrangements are effectively put in place at the Academy and modified papers provided for final examinations in line with Management Plans provided by external support agencies. 				
Accessibility Outcome	Action to ensure Outcome	Who	Long, medium, or short-term	
<ul style="list-style-type: none"> • Information is available in various languages. 	<ul style="list-style-type: none"> • Web-site development. 	TM/HD	Short Term	
<ul style="list-style-type: none"> • Information is available in various formats including large print and symbols. 	<ul style="list-style-type: none"> • Review and update reception area documentation. • Main reception hearing loop. 	AB/KH	Short Term	
		TL	Medium Term	
<ul style="list-style-type: none"> • Necessary communication aids/technology provided are supported, so that pupils can participate and communicate. 	<ul style="list-style-type: none"> • Assistive Technology Development Strategy to improve reading comprehension and progress. 	KH and Literacy Leads	Medium Term	
<ul style="list-style-type: none"> • School brochures, school newsletters and other information for parents in alternative formats are available. 	<ul style="list-style-type: none"> • Review all current school publications and promote the availability in different formats for those that require it 	KH	Medium Term	

Monitoring Arrangements

This document will be reviewed every year but may be reviewed and updated more frequently when necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk-assessment policy
- Safeguarding Policy
- Health and safety policy
- Special Educational Needs (SEN) information report.