Dixons Ashton Academy Accessibility Plan 2026-2029

Academy: Dixons Ashton Academy

Approved by: Matthew Little

Operational Leads: Kathy Casey, SENDCo; Cathy Johnston, SLT Link for Inclusion; Rachel Gill, SLT Link for Health Plans

Curriculum Lead: Kim Larsen-Taylor, Vice Principal Quality of Education

Date Approved: September 2026 **Review Cycle:** Three Years

Next Review Date: September 2029

1. Aims of this Plan

This plan is drawn up in accordance with the planning duty contained within the

Equality Act 2010 and should be read alongside the Dixons Academies Trust SEND Policy, the Academy SEND Information Report and other related policies. The purpose of this plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum.
- Improve the physical environment of the academy to enable students with disabilities to take better advantage of education, benefits, facilities and services.
- Improve the availability of accessible information for students with disabilities. Dixons Ashton Academy is committed to ensuring equality of opportunity for all members of the school community. We aim to remove barriers to learning and participation so that every student can flourish, achieve excellence and fully participate in academy life.

We believe every student deserves access to a high-quality education regardless of need, disability or circumstance.

The academy:

- Recognises its duties under the Equality Act 2010.
- Makes reasonable adjustments where necessary.
- Values parents' and carers' knowledge of their child's needs.
- Promotes inclusion through adaptive teaching and effective support.
- Ensures accessibility considerations inform decision making across the academy.

The academy works collaboratively with:

- Dixons Academies Trust
- Tameside and Oldham Borough Councils
- Health services
- Educational Psychology services
- External SEND specialists
- Parents and carers

The academy complaints procedure covers accessibility concerns.

If you have concerns regarding accessibility, please contact **Kathy Casey (SENDCo)** in the first instance. Where concerns relate to medical conditions, healthcare arrangements or individual health plans, please contact **Rachel Gill (SLT Link for Health Plans)**.

The following stakeholders have contributed to the development of this plan:

- Students
- Parents and carers

- Staff
- Trust representatives
- Governors

2. Legislation and Guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and Department for Education guidance relating to accessibility planning.

Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the SEND Code of Practice:

- Long-term means an impairment that has lasted or is likely to last for at least 12 months.
- Substantial means more than minor or trivial
- The definition includes:
- Physical disabilities
- Sensory impairments
- Medical conditions
- Neurodiverse conditions
- Mental health needs that meet the legal definition of disability

The academy will make reasonable adjustments to ensure disabled students are not placed at a substantial disadvantage compared with their peers. This may include:

- Adaptations to teaching and learning
- Auxiliary aids and equipment
- Environmental adaptations
- Alternative communication methods
- Individual support arrangements

This plan complies with the academy's funding agreement and articles of association.

3. Accessibility Action Plan

Priority 1: Increase Access to the Curriculum Objective

To ensure all students, including those with SEND and disabilities, can access a high quality, ambitious curriculum that allows them to achieve their full potential.

Strategies

- Deliver a broad, balanced and ambitious curriculum for all students.
- Use adaptive teaching strategies to remove barriers to learning.
- Ensure Individual Needs Profiles (INPs) inform classroom practice.
- Provide targeted interventions where required.
- Use assistive technologies where appropriate.

- Monitor outcomes and participation of students with disabilities.
- Ensure curriculum resources are accessible and inclusive.
- Deliver regular SEND and inclusion CPD to teaching and support staff.
- Promote inclusive educational visits and enrichment opportunities.
- Work with specialist external agencies to support curriculum access where necessary.

Success Criteria

- Students with disabilities make strong progress from their starting points.
- Staff demonstrate secure understanding of adaptive teaching.
- Learning walks evidence inclusive classroom practice.
- Student voice reflects positive experiences of learning.
- Curriculum participation rates are equitable.

Timeline

Ongoing with formal review each term.

Lead Staff

- Kim Larsen-Taylor, Vice Principal Quality of Education
- Kathy Casey, SENDCo

Priority 2: Improve and Maintain Access to the Physical Environment Objective

To maintain a safe, accessible and inclusive physical environment for all students, staff and visitors.

Strategies

- Maintain step-free access wherever possible.
- Ensure lifts remain operational and available.
- Maintain wheelchair-accessible corridors and routes.
- Ensure accessible toilet facilities remain available.
- Conduct annual accessibility audits.
- Keep entrances, pathways and corridors free from obstruction.
- Review classroom layouts to maximise accessibility.
- Maintain adjustable furniture where required.
- Ensure evacuation procedures fully consider disabled users.
- Consult with students and families regarding individual accessibility needs.

Success Criteria

- No student is disadvantaged due to physical barriers.
- Accessibility concerns are resolved promptly.
- Physical environment remains compliant and fit for purpose.
- Students can safely navigate all areas required for learning.

Timeline

Ongoing and reviewed as required.

Lead Staff

- Senior Leadership Team
- Assistant Headteacher (Health & Safety)
- Kathy Casey, SENDCo
- Site Team

Priority 3: Improve the Delivery of Accessible Information Objective

To ensure information is accessible to all students, parents and stakeholders.

Strategies

- Provide large-print versions of documents when required.
- Use assistive technology to support access.
- Provide visual communication supports where appropriate.
- Use pictorial and symbolic communication systems including PECS.
- Provide electronic formats compatible with accessibility software.
- Ensure academy signage supports accessibility.
- Seek specialist support for Braille and alternative formats where required.
- Use digital platforms that support accessibility functions.

Success Criteria

- Information is available in formats suitable for individual need.
- Students can access key communications independently where appropriate.
- Parents report information is accessible and understandable.

Timeline

Ongoing with annual review.

Lead Staff

- Senior Leadership Team
- Kathy Casey, SENDCo

Priority 4: Ensure Full Access to PE, Enrichment and Extra-Curricular Activities Objective

To ensure all students can participate in PE, enrichment activities, trips and wider academy experiences.

Strategies

- Share relevant care plans and risk assessments appropriately.
- Provide reasonable adjustments where required.
- Adapt sports, enrichment and educational visit activities.
- Ensure staff understand medical and physical needs.
- Promote inclusive participation and remove barriers.

- Review participation rates of vulnerable groups.
- Provide specialist equipment when necessary.
- Ensure risk assessments consider accessibility needs.

Success Criteria

- Students with disabilities fully participate in academy life.
- Participation rates are monitored and increase where needed.
- Barriers to involvement are identified and removed.
- Students report positive experiences of enrichment.

Timeline

Ongoing with annual review.

Lead Staff

- Curriculum Leader for PE
- Educational Visits Coordinator
- **Rachel Gill, SLT Link for Health Plans**
- **Kathy Casey, SENDCo**
- Senior Leadership Team

Priority 5: Medical Needs and Health Plans Objective

To ensure students with medical conditions are safe, supported and able to access education fully.

Strategies

- Maintain accurate healthcare plans.
- Review individual health plans annually or sooner if required.
- Ensure staff receive appropriate training.
- Maintain effective communication with healthcare professionals.
- Establish clear procedures for medication administration.
- Ensure emergency procedures are understood and practised.
- Monitor attendance and engagement of students with significant medical needs.

Success Criteria

- Healthcare plans remain accurate and current.
- Staff are confident in supporting medical needs.
- Students with medical conditions access learning safely.
- Parents have confidence in academy support systems.

Timeline

Reviewed at least annually and whenever circumstances change.

Lead Staff

- **Rachel Gill, SLT Link for Health Plans**
- **Kathy Casey, SENDCo**

4. Monitoring Arrangements

This Accessibility Plan will be reviewed every three years, although it may be reviewed sooner in response to legislative change, academy priorities or identified need.

Monitoring will be undertaken by:

- **Kathy Casey, SENDCo**
- **Rachel Gill, SLT Link for Health Plans**
- **Kim Larsen-Taylor, Vice Principal Quality of Education**
- Senior Leadership Team

The effectiveness of the plan will be evaluated through:

- Student outcomes
- Attendance and participation rates
- Student and parent voice
- Accessibility audits
- SEND reviews
- Trust quality assurance processes

The plan will be approved in accordance with the governance arrangements of Dixons Ashton Academy and Dixons Academies Trust.

5. Links with Other Policies

This Accessibility Plan should be read alongside:

- SEND Policy
- SEND Information Report
- Equality Information and Objectives Statement
- Supporting Students with Medical Conditions Policy
- Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Risk Assessment Policy
- Educational Visits Policy
- Complaints Policy

Plan Owner: Kathy Casey, SENDCo

SLT Link: Rachel Gill, SLT Link for Health Plans

Curriculum Lead: Kim Larsen-Taylor, Vice Principal Quality of Education

Review Date: September 2029