

Manchester Communication Academy

Accessibility Policy



with you, for you, about you.

This document has been approved for operation within	
Date of last review	02/07/18
Date of next review	June 2021
Review Period	Every three years
Date of Trustee Approval	July 2018
Status	
Person Responsible for Policy	
Owner	Manchester Communication Academy
Signature of Approval	John Rowlands

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Manchester Communication Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Manchester Communication Academy actively promotes a fully inclusive community that is committed to meeting the needs of all students through removing physical, social, emotional or financial barriers and providing an equitable education for all.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or 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 with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Action

Aim	Current Good Practice <i>Include established practice and practice under development</i>	Action to be Taken	Person Responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Continue to develop high quality teaching approaches and sharing of good practice</p> <p>Consult with families and students to design suitable and appropriate personalised curriculums</p> <p>Develop links with Northridge Special School to enrich training offer and SEN expertise</p>	<p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p>	<p>Jan 2019</p> <p>Jan 2019</p> <p>Jan 2019</p>	<p>All lesson will include effective differentiation strategies so that all students can access the curriculum and make progress</p> <p>Students who are not able to access a secondary mainstream curriculum will have a personalised learning plan that is suitable for their individual needs</p> <p>All progress will be tracked and monitored to identify progress in all areas of development</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Door width • Disabled parking bays • Disabled toilets and changing facilities • Open plan learning bases 	<p>Ensure all learning spaces are accessible for students with physical disabilities</p> <p>Ensure all adaptations to the school environment consider accessibility implications</p>	SLT	Jan 2019	All students will have full access to all area of the school site and learning areas

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Large print resources Braille Pictorial or symbolic representations	Develop provision for VI and HI students including suitable adaptation of resources and appropriate interventions to support access to the curriculum	SENDCo	Jul 2019	Students with VI or HI will be fully supported in accessing a suitable curriculum
		Improve internal signage including door signs	SLT	Nov 2019	Staff will have a good understanding of individual needs and will be able to make appropriate adjustments

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body

Links with other Policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility Audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be Taken	Person Responsible	Date to Complete Actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception Area				
Internal Signage				

