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# Manchester Communication Primary Academy

## ACCESSIBILITY PLAN

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Policy 2018

## Approval History

Approved By:	Date of Approval	Version Approved	Comments

## Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/ Editor
09/18					

## Defintions

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### Definition of Special Educational Needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

- The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:
- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### Definition of Disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

### Definition of Special Educational Provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

## Accessibility Plan

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Manchester Communication Primary Academy has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made by Lancasterian special school outreach service.

The physical lay-out of the building is very accessible with disabled toilets on both floors, a lift and wide open corridors and door-ways. There are no lips or steps at thresholds.

This accessibility plan forms part of the school's SEN Information Report and shall be published on the school's website.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information par-

ticular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. This policy can be found in the policy section of the Academy website ([www.mcacademy.co.uk](http://www.mcacademy.co.uk)) or by requesting a paper copy from the Academy office.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority Area	Short Term	Outcome	Medium Term	Outcome	Long Term	Outcome
<b>Staff training (inc accessibility of information)</b>						
1. Ensure safe handling of children with disabilities. 2. Enable maximum possible social integration of children with disabilities.	St John's ambulance moving and handling training.	Relevant staff trained to support disabled children with toiletting which is essential for well-being in addition to social integration	Strategies embedded to promote the social integration of children with disabilities	All children with disabilities join in with their peers at play-time and make friends.	All staff feel confident in supporting and working with children with disabilities.	All staff have a specialist level of knowledge and understanding of working with children with disabilities so that disabled children are very well supported in all aspects of their school life.
<b>Teaching and learning (inc access to curriculum)</b>						
1. Develop a curriculum which is inclusive and meets the needs of individual children with disabilities. 2. Ensure appropriate engagement with sport and competition.	Establish and review systems and processes for evaluating the learning needs of children with disabilities.	All new children with disabilities are supported to make good progress through personalised teaching.	A broader range of accessible sports is developed.  Curriculum adapted to suit needs of disabled learners.	Children with disabilities are able to engage with a good range of sports.  Children can access the full range of the curriculum.	Disability sport competitions engaged with regularly.	Disabled children are able to access similar experiences to their peers, experiencing the joy of sport and competition.
<b>School estate – minor capital expense</b>						
1. Provide equipment required such as hoist, changing bed etc. 2. Provide equipment which meets the unique requirements of each child.	Equipment purchased on a needs basis.	The physical needs of all children with disabilities are met through any required specialist equipment.	Equipment reviewed.	The best available equipment is in place to support individual children.	The school has all required equipment to support disabled children.	The school is able to meet the needs of disabled children without delay for purchase of equipment.
<b>School estate – major capital expense</b>						
1. Non currently required.						

This accessibility plan and the outcomes will be evaluated every 3 years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

**This document will be reviewed every 3 years or as required due to change in circumstances.**