



Manchester  
Communication  
Primary  
Academy

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# Manchester Communication Primary Academy

Accessibility Plan

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2021-24

## Approval History

This document has been prepared within	Manchester Communication Primary Academy (MCPA)
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Status	Approved
Person Responsible for Policy	Headteacher
Owner	MCPA
Signature of Approval	<i>Signed copy on file</i>

## Revision History

Revision Date	Summary of changes	Owner/Editor

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## 1. 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.

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

We are an inclusive school, which has a nurturing approach to supporting its pupils and families. This comes through in our drive to ensure that our school facilities, curriculum and activities are accessible to all. The formulation of this plan has involved consultation with wider professionals, stakeholders, and the Greater Manchester Academies Trust. It takes into consideration all aspects of the school's operation.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

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

## 2. 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' and '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 '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.

### **3. 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 MCPA local governing board.

### **4. Links with other policies**

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

- 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.

## 5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school ensures that all pupils access our curriculum, by providing tailored support and appropriate implementation.</li> <li>Curriculum resources, including books include examples of people who have protected characteristics.</li> <li>Targets are set effectively and are appropriate for pupils with additional needs, this includes use of BSquared assessment tracker, which provides granular progress measures.</li> <li>The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>PE lessons are appropriately adapted, to ensure that pupils with a wide range of needs are able to access and succeed.</li> </ul>	Ensure that pupils with disabilities have access to appropriate technology.	Research and purchase appropriate tablets, download a range of accessible and supportive apps, provide staff training	Leila Noble/ Andrew Wooley	December 2021	Pupils with physical disabilities can access the computing curriculum through use of adaptive technology.
		Engage with inclusive competitive sports, and showcase success on a whole school level.	Sign-up to inclusive school games and provide pupil training, to ensure success. Take and share photos in assembly and media.	Billy Mort	June 2022	Children with disabilities engage with sports competition.
		Regularly review the curriculum access of pupils who go to 'the nest' for specialist provision, in order to ensure that they access the academy's whole school curriculum intent.	Undertake regular provision reviews, and provide staff training to ensure that the curriculum offer and intent mirrors that of the rest of the school.	Nazia Bashir	Ongoing	Children who access the nest, follow the same curriculum as all children in school and can re-integrate with ease, if appropriate.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>The school's physical environment is very accessible. There is a lift, wide step-free corridors and no need for internal ramps.</li> <li>Books and shelves are at an accessible height and appropriate furniture provided.</li> <li>There is a disabled toilet on each floor, with hoist and change bed in the top floor toilet.</li> <li>Physical therapies are provided for pupils in wheelchairs on a regular basis, including the use of standing frames and floor exercises.</li> <li>Staff are trained to support emergency evacuation if needed, using evac chairs at the top of the stairs.</li> </ul>	<p>All areas of the school playground are accessible to a wheelchair user.</p> <p>Pupils with physical disabilities are able to actively and physically play alongside their peers, thanks to accessible play equipment.</p>	<p>Build and install a ramp, to make the gazebo in the reading area accessible to wheelchair users.</p> <p>Research, fundraise for, purchase and install accessible play equipment.</p>	<p>Mick Erlam</p> <p>Jeanette Wong</p>	<p>May 2022</p> <p>January 2024</p>	<p>A ramp is in place which enables wheelchair access to the gazebo.</p> <p>Wheelchair friendly play equipment installed.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Portable induction loop available to those who need it.</li> <li>• Pictorial widgets used to support text, where appropriate.</li> </ul>	<p>Better understand how pupils with disabilities need key information to be communicated, and make these adaptations.</p>	<p>Review key information (safeguarding etc) which pupils with SEND need. Evaluate communication needs.</p> <p>Develop an approach to communicating this information appropriately.</p> <p>Regularly review the impact of this</p>	<p>Leila Noble</p>	<p>June 2022</p>	