



Co-op Academy  
North Manchester

## Accessibility Plan [2018 -2021]

### 1.1 Introductory statement

This Accessibility Plan (**Plan**) has been drawn up in consultation with the Academy and covers the period from October 2018- October 2021. The plan is available in large print or other accessible format if required.

The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## 2 Background

### 2.1 The Academy's layout and facilities

The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision. The Academy occupies a three storey building erected in 2012, with separate new build single storey sports facility. The main building houses classrooms for 11 – 16 years old pupils with individual locker facilities attached to each class. Fully accessible toilets are available on all floors. The academy has a fully equipped hygiene suite. The upper floors house a cinema, theatre and dance studio which are all full accessible to disabled students. The building is equipped with integrated adaptable furniture. A large indoor and outdoor reception provision is located centrally on the ground floor. The first, second and third floors are accessed by six sets of stairs at either end of the building or two fully accessible lift. All sets of stairs are designed for visually impaired students. Facilities have been adapted to support specialist medical provision in the sports block. The academy also has a rise and fall bed for medical protocols. The school has accessible toilets in the main building and sports facility including sports showers and changing. The Evac chair is located on the ground floor nurse's office for emergency access for pupils in a wheel chair. The academy is equipped with automatic doors entry system at ground level. The external provision for access is laid out to allow access for disabled vehicles, disability parking, no ramps are required as all entry points are at ground level. We also have access to a full accessible school mini bus.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus
- Disability equality scheme
- Equal opportunities policies
- Health and safety policy
- Special educational needs policy

The Plan will be monitored by SLT. There will be a full review of the Plan in the summer term of each year and a new Plan will be produced to cover the next three years for the autumn term.

### **3 Welcoming and preparing for disabled pupils**

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

To meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has an Education Health Care Plan the Academy will work with the Local Authority (LA) who makes and maintains the Plan to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

<b>Access to Curriculum</b>					
<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
Ensure ICT appropriate for pupils with disabilities.	<ul style="list-style-type: none"> <li>▪ Review accessibility of ICT (including notepads &amp; whiteboards) using specialist expertise.</li> <li>▪ Involve pupils in review of hard &amp; software.</li> <li>▪ Prioritise new software to purchase.</li> </ul>	Autumn Term 2018	Time from MG £	ICT Technical Team & SENCO	Leadership Team
<p><b>Access to Curriculum</b></p> <p>Create effective learning environments for all utilising feedback from pupil groups. Ensure a flexible approach to disabled pupils and increase in access to the National Curriculum. Success for disabled pupils in examinations.</p>	<ul style="list-style-type: none"> <li>▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>▪ Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.</li> <li>▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school.</li> <li>▪ Purchase cream/aqua exercise books to use with children with specific learning difficulties and cream/aqua photocopying paper for reading activities with pupils and parents.</li> <li>▪ Continue to include strategies such as pupil visual timetables Promote elements of ‘dyslexia friendly’ classrooms Dyslexia-friendly Apply and maintain for Dyslexia – Friendly school</li> <li>▪ SEND Toolkit available on Teacher’s shared – regularly updated as a resource library to support capacity building and teacher knowledge of a range of SEND needs.</li> <li>▪ Curriculum reflects provision across a broad profile of SEND need addressing accessibility</li> </ul>	Ongoing  2019  2018	Whole school CPD training schedule  Staff Planners Access to Learning Plans	SENCO Vice Principal Inclusion  SENCO SEND Team Educational Psychologist Speech and Language Therapist School Nurse	SENCO through lesson observations and sampling lesson planning  Leadership Team and Governors  SENCO Leadership Team and Governors
Appropriate use of specialised equipment to benefit individual	<ul style="list-style-type: none"> <li>▪ Implementation of SEND Code of Practice through: EP, SALT, Lancasterian Sensory/physical and Medical Team and other outside agency</li> </ul>	ongoing			

pupils & staff	<p>consultations which involve parents.</p> <ul style="list-style-type: none"> <li>▪ Staff training on Quality First Teaching and differentiation. Information for teachers on differentiating and personalising the curriculum for pupils with children with high medical needs compiled with School nurse, parents and SENCO.</li> <li>▪ Set up procedures for obtaining information for Access To Learning Plans for pupils at SEN Support, reviewed termly and children with Education Health Care Plans, reviewed both termly and annually.</li> <li>▪ Ensure relevant adults are in possession of the Access to Learning Plans.</li> <li>▪ Curriculum Heads of Department ensure Curriculum reflects the diversity of community and high expectations and aspirations for all pupils through inclusive curriculum offer.</li> <li>▪ Counselling, Art Therapy for targeted children by the Pastoral Team.</li> <li>▪ Social Emotional Mental Health support through increased Mental Health First Aiders and intervention- Targeting Engagement through Additional Mentoring Support (TEAMS) through a range of therapies and Boxall Profiling and Goodman's Strengths and Difficulties Questionnaire.</li> <li>▪ Exam Access arrangements using Diagnostic testing assessments</li> </ul>				<p>SENCO Exams Officer</p>
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<b>Access to wider curriculum</b>					
<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
Increase participation in school activities.	<ul style="list-style-type: none"> <li>▪ Audit participation in extra-curricular activities and identify any barriers.</li> <li>▪ Ensure school activities are accessible to all students.</li> <li>▪ Consider hosting an area event for partner schools e.g. Boccia, wheelchair basketball.</li> <li>▪ Seek advice re alternative accessible venues for residential trips.</li> </ul>	Spring term 2019	Update training needed on risk assessments for trips and extracurricular activities.	PE Head of Department SENCO  Governors	Leadership Team  Governors
<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>▪ Analyse impact of Behaviour Policy , School Values Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews.</li> <li>▪ Consult pupils and staff on any proposed changes.</li> <li>▪ Introduce new policies</li> </ul>	Spring Term 2019	Leadership Team and SENCO time to review policies.	Leadership Team and SENCO	Governors

<b>Improving the physical environment of the school to increase access to education by disabled pupils( should be at the top )</b>					
<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
<b>Premises</b> Increase site access to meet diverse needs of pupils, staff, parents and community users.	<ul style="list-style-type: none"> <li>▪ Review personal evacuation plans and fire drill protocols for pupils who are non-ambulant</li> <li>▪ Look into feasibility of a low arousal space.</li> <li>▪ Improve signage of evacuation procedures, internet safety, etc</li> <li>▪ Review new signage of room functions.</li> <li>▪ Improve signage to indicate access routes around school</li> <li>▪ Ensure parents with a disability, parents and visitors aware of wheelchair access to all parts of the school.</li> <li>▪ Disability parking bays at the front and rear to the school</li> </ul>	Autumn 2018  Ongoing		Site Team SENCO	Site Team Governors SLT

<b>Availability of documents in alternative formats.</b>					
<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
Newsletters and Information	<ul style="list-style-type: none"> <li>▪ Large print and audio formats etc as required.</li> <li>▪ Monitor uptake of documents in alternative formats</li> <li>▪ Review accessibility of newsletter and letters for parents.</li> <li>▪ Homework information available as information sheets in alternative formats as appropriate.</li> <li>▪ Dyslexic friendly information and homework on coloured paper</li> <li>▪ Website accessibility increased.</li> <li>▪ Ensure website is compliant with requirement for access by person with visual impairment.</li> <li>▪ Ensure Prospectus is available via the school website.</li> <li>▪ Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information</li> </ul>	ongoing		Admin. Manager IT Technical Team SENCO	SLT Governors Admin Team

	<ul style="list-style-type: none"><li>▪ Ensure all staff are aware of guidance on accessible formats</li><li>▪ Access arrangements in place for all tests.</li></ul>				
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