

# Manchester Communication Academy

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## Accessibility Plan



with you, for you, about you.

# Revision Information

This document has been approved for operation within	Manchester Communication Academy
Date of last review	New Plan
Date of next review	October 2024
Review Period	Annually, or where they have been material changes to the relevant courses of business
Date of Approval	14 <sup>th</sup> March 2022
Status	Statutory (Approved)
Person Responsible for Policy	Associate Vice Principal (Business & Operations)
Owner	Local Governing Body
Signature of Approval	<i>Signed copy on file</i>

Review Date	Changes Made	By Whom

Equality Statement: - Under the public sector equality duty (PSED), all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented. Greater Manchester Academies Trust regularly reviews all policies and procedures which are recommended to schools/academies to ensure compliance with education and employment legislation including the Equality Act 2010.

*With you...for you...about you...*

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## Links to risk management

This existence, review and adherence to this Policy is a key control of the Trust with regards to risk management. The Trust has defined, in its risk strategy, a key control to be: any control which is in place to mitigate more than one identified risk contained in the Trust's Risk Register.

This Policy is specifically in place to mitigate the following risks listed in the Trust's Risk Register:

<u>Risk ID</u>	<u>Potential Risk from Risk Register</u>
PEO001	Risk of a significant loss of key staff (or risk of high staff turnover);
PEO002	Risk of employment issues;
PEO003	Risk of inadequate, inefficient and ineffective use of (human) resources;
COM003	Risk of failing to comply with any legislation or regulation appropriate to the activities, size and structure of the Trust
ENV002	Risk of negative public perception by association

## Equality, diversity and inclusion

The Trust is committed to complying with the Equality Act 2010 and is committed to the principles of equality and strives to ensure that everyone who wishes to be involved in our Trust whether as learners (and their parents/guardians), staff, trustees, governors or as a general member of the public:

- has a genuine and equal opportunity to do so without regard to their age, disability, gender reassignment, marital or civil partnership status, pregnancy or maternity, race, religion and belief, sex and sexual orientation; and
- can be assured of an environment in which their rights, dignity and individual worth are respected without the threat of intimidation, victimisation, harassment, bullying or abuse.

Under the Public Sector Equality Duty (PSED), the Trust is required to have due regard to:

- the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.
- the advancement of equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics.
- review all of its policies and procedures, through consultation with its academies and institutes, to ensure compliance with education and employment legislation including the Equality Act 2010.

The Trust has an Equality and Diversity Policy which is monitored and review annually as a minimum.

The accessibility plan does not and must not contradict the contents of the Equality and Diversity Policy

## Introduction

Greater Manchester Academies Trust (GMAT) and all its establishments is committed to a fair and equal treatment of all stakeholders including staff and students and anyone involved in the Academy's purposes. The Academy will welcome applications from people with disabilities to join the Academy community as students, staff, and Trustees.

GMAT aims to make reasonable provision and accessibility for students and staff with disabilities so that they may be integrated fully into Academy life.

The curriculum has been designed so that it may be delivered to provide flexible and equal access to all students whether disabled or not, as far as is practicable.

## Aims

The aims of accessibility plan are to ensure that:

- applications for admission from all potential students are considered in line with the published admission arrangements;
- all students are fully integrated into the Academy and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment;
- disabled students have reasonable access to support and adaptations to enable them to be fully included in the life of the Academy and its opportunities for learning;
- the views of individual students and staff are taken into account at all times when their requirements are being assessed;
- staff working with disabled people, either as colleagues or as students, have appropriate information, support and training;
- steps are taken to enable students and staff who become disabled during their time at the Academy to continue in their chosen career or course of study as far as is reasonably practicable;
- disabled members of the public can participate in public events held within the Academy;
- as far as is reasonably practicable, the Academy premises, facilities and services are accessible and safe for disabled students, staff, Trustees and visitors;
- staff with disabilities are not treated less favourably in respect of recruitment, conditions of service, performance management, staff development, employment rights and pay, promotion, staff development opportunities, and access to facilities;
- no disabled student or member of staff is treated less favourably as a result of their disability; and
- an Accessibility Plan will be made and kept under review.

Greater Manchester Academies trust and all its establishments aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Greater Manchester Academies trust and all its establishments aims to 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.

Greater Manchester Academies trust and all its establishments are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

## 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.

## Implementation

The Board of Trustees will delegate responsibility for overseeing the implementation of this policy to the Executive Principal/ Headteachers.

The Headteacher will have overall responsibility for ensuring that this policy is implemented in their school/ academy, and will report to the Board of Trustees as required.

## Disability code of practice

### Environment

The Trust's Vice Principal for Business and Operations will ensure that:

- accessibility to the Academy's premises and facilities is kept under review in accordance with the Accessibility Plan;
- any future building projects or alterations will be considered at the planning stage for accessibility and usability by people with disabilities; and
- evacuation procedures and escape routes for people with disabilities will be carefully planned and published.

### Students

The Board of Trustees will ensure that applications for admission will be considered in line with the published admission arrangements for all students.

An applicant's disability will not prevent him/her from being offered a place and integrated into the Academy unless:

- The content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
- The Academy would be unable to provide suitably trained staff or facilities to allow the requirements of the National Curriculum to be met.

Greater Manchester Academies trust and all its establishments aims to provide disabled students with the appropriate support to enable them to be fully integrated. This includes the reasonable provision of any aids or auxiliary services if these could alleviate any disadvantage.

Greater Manchester Academies trust and all its establishments will not treat a student with a disability less favorably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students.

The needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.

Students with a disability or who become disabled whilst studying at the Academy will be given appropriate support from staff to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the Director of Finance and Operations.

Greater Manchester Academies trust and all its establishments recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs.

The Academy will liaise with the relevant Examination Boards in such instances. Students and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the SENCO in liaison with specific curriculum area managers and the Academy's Examinations Manager.

## **Staff**

The Executive Principal/ Headteacher, in consultation with the Board of Trustees and in discussion with disabled staff, will endeavour to provide any aids and support that would help them to fulfil their role in the Academy, taking into account any budgetary restraints.

Disabled members of staff will be offered the same conditions of service, employment rights, promotion and training opportunities as other staff in the same roles in the Academy.

Disabled staff are encouraged to bring any complaints about their treatment as disabled staff to the notice of the Principal in the first instance. All staff may use the Academy's grievance procedure if they consider this to be the best route.

## **Liaison with parents**

Greater Manchester Academies trust and all its establishments will ensure close liaison with families of all students with a disability through the provision of designated staff members with allocated time and effective communication skills.

Whenever appropriate, information to home will be provided in different formats to take account of disability.

Under the supervision of a senior member of staff with delegated responsibility, staff with pastoral responsibility will liaise closely with the homes of students who exhibit behavioural difficulties to determine whether they arise from disability or from domestic or social circumstances. They will report to the senior member of staff who will determine, after consultation, appropriate action.

## **The Accessibility Plan**

The plan aims to improve access to all aspects of education within the Academy.

Our Academy's are organised in a way that:

- helps to remove any existing barriers to students;
- aims to widen the opportunities for all students in the life of the academy; and
- enables any difficulties to be overcome.

In this way Greater Manchester Academies trust and all its establishments emphasises its commitment both to the members of staff and students and its community, based on the promotion of self-respect and respect for others.

The plan has four inter-linked elements:

- a) Improvements in access to the curriculum by:
  - providing for all students a curriculum which is appropriate to them; and
  - ensuring that the curriculum is delivered in such a way that all students regardless of any impairment, may benefit fully from it.

- b) Improvements to facilities and equipment by:
  - physical improvements to increase access to education and associated facilities;
  - providing appropriate educational equipment and physical aids so that educational programmes in the Academy can be fully accessed by all students; and
  - providing appropriate aids and guidance for staff with disabilities to support their role in the Academy.
- c) Improvements to the premises by:
  - ensuring that all the Academy buildings and grounds facilities are accessible to students, staff and visitors with disabilities.
- d) Improvements to Information by:
  - providing for students and their parents, and staff, information about the Academy that takes account of disability and its curriculum in a format that takes account of any disability; and
  - improvements in the provision of information in a range of formats.

## Reasonable adjustments

The Disability Discrimination Act (1995) states that an employer must make “reasonable adjustments” to allow an individual to be employed. These adjustments may include:

- adaptations to premises
- re-allocating some duties
- altering hours
- finding alternative accommodation
- rehabilitation leave
- training
- modifying equipment
- modifying instructions or manuals
- modifying assessment or testing procedures
- providing a reader or interpreter
- providing supervision

The Special Needs and Disability Discrimination Act (SENDDA) obliges schools to make reasonable adjustments to enable disabled students to have access to the Academy’s curriculum, premises, facilities and equipment.

The Equality Act 2010 provides that schools should provide any aids or auxiliary services if these could alleviate any disadvantages.

This Accessibility Plan should be read in conjunction with the following Academy policies;

- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- SEN and Disabilities Policy
- Admissions Policy



## Responsibilities

### **The LGB**

The LGB will:

- ensure that the implementation of the policy is monitored;
- consider reports from the Executive Principal/ Headteachers;
- review the policy every 36 months; and
- make recommendations and give guidance to the Executive Principal.

### **The Executive Principal/ Headteachers**

The Executive Principal/ Headteacher will:

- implement the Board of Trustees' equal opportunities policies;
- ensure that all staff are aware of the policy on equal opportunities;
- ensure that the equal opportunities policies are applied to all staff recruitment procedures, by all those involved in the selection, appointment and development of staff;
- ensure that the equal opportunities policies are taken account of in pay and conditions, performance management, promotion and training matters;
- ensure that the Academy's records of discriminatory incidents and the outcomes are checked regularly; and
- promote the principle of equal opportunity and respect for other people in all aspects of Academy life.

## Monitoring and Review

The Trust Vice Principal for Business and Operations will report to the executive Principal on the effectiveness of the policy and make recommendations for any improvements.

The Board of Trustees will review this policy every 3 years and assess its implementation and effectiveness.

## Appendix 1: MCA 2021 – 2023 Action Plan

Aim	Current good practice	Actions 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. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. We have an adapted and alternative curriculum, including a Nurture curriculum for pupils for whom this will be beneficial. 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>Continue to develop and expand the curriculum offer so that all students can succeed and successfully move on to post-16 provision</p>	<p>SENDCo</p> <p>SENDCo</p>	<p>ongoing</p> <p>Sept 2022</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>

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Elevators</li> <li>Corridor width</li> <li>Door width</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Dedicated changing and personal care space</li> <li>Adaptable tables for wheelchair users</li> <li>EVAC Chairs</li> <li>Adapted equipment in a designated kitchen in school</li> </ul>	<p>Ensure all learning spaces are accessible for students with physical disabilities</p> <p>Consult with students with disabilities of future adaptations that will support accessibility and Risk Assessments regularly updated and reviewed</p> <p>Ensure all adaptations to the school environment consider accessibility implications</p>	SLT	Sept 2022	All students will have full access to all area of the school site and learning areas

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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 Radio Aids Tablets/IPads Accessibility Plans for students Coloured overlays Coloured paper and exercise books	Develop provision for VI and HI students including suitable adaptation of resources and appropriate interventions to support access to the curriculum Improve internal signage including door signs  Regular consultation with the Lancastrian School and Manchester Sensory Support Service Accessibility plans for students kept updated and shared with staff.	SENDCo  SLT	Jul 2022  Nov 2022	Students with VI or HI will be fully supported in accessing a suitable curriculum  Staff will have a good understanding of individual needs and will be able to make appropriate adjustments