ACCESSIBILITY POLICY AND PLAN

Approved:

Date:

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Introduction

Manor Community Academy is dedicated in providing every opportunity to develop its staff and pupils' full potential. All pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of academy life and the academy environment for pupils, prospective pupils, staff, parents and visitors with a disability.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 to cover education. This plan sets out the proposals of the Governing Body of Manor Community Academy to increase access to education in the three areas by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the academy curriculum

- Improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services

- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the academy's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. At the end of this document is the action plan and detail showing how the academy will address the priorities identified in the plan.

Context

Manor Community Academy is a 11-16 secondary school. The academy was built in 2016 and comprises of a three-story main building which includes an ASD base, known as the Headway Centre, a refurbished (2015) Sports Hall, a Swimming Pool and the HUB for Alternative Education, which was previously the Caretaker's house.

Disabled parking, wide footpaths and good lighting allows easy access into the building through automatic doors. The reception area and theatre have been fitted with an induction loop for the hard of hearing. Access to the upper floors in the main building is via lifts at each end of the building. Each floor has dedicated disabled toilets and shower facilities are also available in the main building and PE department. Each staircase on each floor has a disabled refuge area for evacuation purposes. The academy also has two evacuchairs to evacuate in the case of an emergency. Adjustable height desks are available in Science and Technology.

The academy owns a minibus with the facility to enable wheelchair users to access the bus during visits and other planned activities.

Manor Community Academy is committed to offering an inclusive curriculum to ensure the best possible progress for all pupils whatever their need or ability. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the

definition for disability. The Accessibility Plan covers all of these pupils. All pupils have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the academy to the best of their abilities. The academy aims to:

- Identify pupils with special educational needs and disabilities and ensure that their needs are met

- Ensure that pupils with special educational needs and disabilities are able to join in with all the activities of the academy

- To ensure that all learners make the best possible progress

- To ensure that all parents are informed of both their child's special needs and progress and that there is effective communication between parents and the academy.

The specific areas covered by the accessibility plan that need to be included are:

Increasing the extent to which disabled pupils can participate in the academy curriculum

Governors should identify action in the academy access plan to enhance teaching and learning opportunities for all those in the academy community with disabilities.

These may include:

- Consideration of whole academy ways of increasing participation in activities such as after school clubs, leisure and cultural activities, as well as visits, particularly for difficult to include groups such as those with physical or behavioural challenges.

- Identifying how classroom support arrangements such as deployment of teaching assistants and provision of ICT contribute to and enhance learning opportunities

- Deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response have enhanced attendance and participation.

- Consideration of how classroom/group organisation has been targeted to ensure that all pupils achieve increase levels of success.

- Description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainment.

- Consideration of the academy response to pupils through the application of the SEN Policy has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored.

- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils access to the curriculum and how this is monitored and improvements targeted.

- Identify how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupil, including prospective pupils who may require manual handling, signage, personal hygiene support etc, has been identified and supported.

- Identify pupil peer support mechanisms and the ways that the academy has ensured pupils have a voice in decisions that affect them.

- Taking action to ensure that the disabled members of the academy community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement.

- Ensure that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education.

Improving the physical environment of the academy to increase accessibility for members of the academy community with disabilities.

The Governing Body will want to consider and record reflection upon all areas of the physical environment such as:

- The management and maintenance where necessary of the external areas from the carpark up to the main entrance.

- The management and maintenance of internal areas, such as lighting, disabled refuge areas, disabled toilets and showers and induction loop.

- The refurbishment of the swimming pool to improve access and changing facilities.

Monitoring the success of the plan

Governors will be required to monitor the effectiveness of the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets

- Changes in physical accessibility of school buildings

- Questionnaires, responses from stakeholders e.g. parent, pupils and staff indicate increased confidence in the academy's ability to promote access to educational opportunities for pupils with disabilities

- Improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs

- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the academy

- Recorded evidence that fewer pupils are being excluded from opportunities as their needs are being more effectively addressed through the application of strategies and procedures

- Increased levels of achievement for pupils with disabilities

- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included

- Ofsted inspections identify higher levels of education inclusion.

Manor Community Academy Plan 2016 – 2019

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Physical Access	Regular monitoring of academy grounds and building by Premises Manager and Site Manager	Daily inspection of flags and footpaths ensuring that they are in good condition. Monthly inspection of external and internal lights and replacement of bulbs where necessary. Weekly checks of showers and toilets ensuring that they are in working order. Monthly checks of less abled alarms by site manager and six monthly inspection by an external contractor. Maintenance contracts in place to ensure that lifts are in order. Annual inspection of induction loop by a qualified engineer.	Site accessible to pupils, staff and visitors	On going	

Emergency Access	All pupils and adults to be able to evacuate the building safely in an emergency	Fire escape plans to be reviewed and updated as required and at least annually. Fire drills carried out termly. Evacuchair training given to fire wardens and chairs kept in an accessible but secure locations to prevent damage and misuse. Six monthly inspection of refuge communication system by external contractor.	Plan reviewed Smooth evacuation process	Sept 17	
Curriculum Access	To ensure that the whole Curriculum continues to be accessible to all pupils				
Access to information	Availability of written material in alternative formats	The academy to be aware of parent/carer access needs and will provide support e.g. liaison via social workers and enlarged text when needed.	The Academy can provide written information in alternative forms	On-going	
	The written information provided to parents/carers is accessible and read	Information sent out is reviewed to judge language, style, format, size and accessibility.	Information is read. Parents/carers feel that the	On-going	

		Website is updated on a regular basis. Text message system in place.	academy is an approachable supportive institution.		
	Written communication to parents/carers includes opportunity to raise access issues with the academy in advance e.g. at parents' evenings	The academy ensures all parents/carers can access the academy site.	Parents/carers feel that the academy is an approachable supportive institution.	On-going	
Equality and Inclusion	To ensure that the Accessibility Policy and Plan becomes an annual agenda item at Governing Body Meetings	Item to be added to the agenda	Adherence to legislation	Annually	
	To improve staff awareness of disability issues	Review staff training needs. Provide training for members of staff as appropriate	Whole academy community aware of issues	On-going	
	To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	On-going	
	The pursuit to continually challenge discrimination and harassment	As written in the SEND Policy and Behaviour Policy	We are an inclusive school	On-going	