

Accessibility Plan

Approved:

Date:

Review Date:

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Manor Community Academy is an inclusive Academy community with a focus upon achievement, progression, enjoyment and a sense of worth. Our vision and values ensure that we are committed to applying this policy in a fair, equitable and consistent manner which will ensure that the aims and objectives of the policy are met and that Manor Community Academy is further enhanced by their application. Throughout the application of this policy, we will remain committed to our principle of care, courtesy and consideration in all that we do to ensure that the needs of all of our stakeholders are met and upheld.

Introduction:

The Academy's Accessibility Plan is written in conjunction with the Equality Act of 2010 which replaced all previous equality legislation including the Disability Discrimination Act. The principles of the plan remain as was and ensure that Manor Community Academy is mindful and proactive in its duty to not discriminate against any students, stakeholders or members of the wider community in relation to their gender, disability, religion, belief or sexual orientation.

The Equality Act of 2010 identifies a person as having a disability if:

- He/she has a physical or mental impairment, and
- The impairment has a long term, substantial adverse effect on his/her ability to carry out normal, day to day activities

This plan is a statutory requirement and will be reviewed every two years. It is recommended that the plan is read alongside the Academy's SEND policy.

Aims of the Plan

The Accessibility Plan is intended to support Manor Community Academy in promoting and realising the core purpose of an inclusive academy. The plan aims to ensure that all aspects of the academy are accessible to all students, stakeholders and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The Academy is forthright in its commitment to a positive environment which is inclusive in both its academic and social context.

The SEND policy outlines the provision which the academy has in place for all students with SEND and sets out the academy's modifications to ensure equality of opportunity for such learners. Information regarding the academy's SEND offer is outlined on the academy website and further information can be obtained from the academy.

Under the Equality Act 2010, the Accessibility Plan aims to:

- Increase the extent to which students with a disability can participate in the academy's curriculum
- Improve and review the academy's physical environment to ensure that all students with a disability can take part in all academy provision
- Ensure that information presented to students with a disability is accessible and can be understood by all

1. Curriculum Access

The academy curriculum is regularly reviewed to ensure that it is accessible to all students and meets the full range of student learning needs, allowing for positive attainment and progress. To assist all students in their access of the academy curriculum the following practices are common across the organisation:

- All staff are regularly and fully informed of the learning needs of the students in their classes
- Any updates, additional information and reports from outside agencies are appropriately shared with relevant staff

- Staff receive regular training in supporting and meeting the needs of SEND learners. This includes support in the differentiation of curriculum learning materials. Regular CPD in relation to effective teaching and learning strategies is also implemented and reviewed
- In class support is deployed to assist identified SEND learners and support effective and accessible teaching and learning
- One to one and small group tuition is deployed
- A specialist curriculum pathway exists for those students with cognitive and learning needs which makes the regular curriculum difficult to access
- Targets are set which are individual to students and take account of their needs
- Student voice is an active element of curriculum planning

2. The Academy Environment

The academy environment has been specifically designed to meet the needs of all students and, in response to the academy hosting additionally resourced provision for autistic learners, has special consideration for their specific needs. As a new build (2016) the building meets all of the requirements set out in law to ensure full accessibility for all students and staff. The learning environment has:

- Plain walls, flooring and limited display to ensure a calm sensory environment
- Appropriate adaptations to ensure full access for students with a physical impairment
- Acoustic and lighting modifications to allow for optimum accessibility
- Provision of additional equipment or furniture

3. Communication of Information

The leadership of the academy are fully committed to making any modifications necessary to ensure access and provision for all learners. These would include (but are not exhaustive):

- Access to alternative means of communication (including sign language)
- Access to vision aids
- Access to auditory aids
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- Additional staff support
- Access arrangements for examinations