



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

Accessibility Plan

2024-27

Approval History

This document has been prepared within	Manchester Communication Primary Academy (MCPA)
Date of last review	September 2024
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Date of Approval	
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"> Our school ensures that all pupils access our curriculum, by providing Quality First Teaching and Adaptive Teaching where required. Curriculum resources, including books include examples of people who have protected characteristics. Targets are set regularly and are appropriate for pupils with additional needs. This includes use of BSquared assessment tracker to identify small step targets, and reports from external professionals. The curriculum is reviewed regularly to ensure it meets the needs of all pupils Regular discussion between SENCo and class teachers to identify where support is needed. Children accessing smaller group provision have access to a teacher as well as support staff throughout the day. Inclusion team are deployed throughout 	<ul style="list-style-type: none"> Increase understanding around how to adapt teaching appropriately so that, where possible, children with additional needs access the same lesson as their peers. Ensure all staff are confident at using B-Squared to track and plan for children in their class with an identified Special Educational Need or Disability. Ensure subject leaders have an understanding of how children with SEND access their subject and where adaptations may be needed. All staff in class have a sound knowledge of individuals in their class and understand how to support them appropriately. Children accessing a smaller group provision to have regular opportunities to access a mainstream environment with a plan 	<ul style="list-style-type: none"> Whole school training on how to use B-Squared. Regular monitoring by SENCo and the rest of the SLT to ensure children with SEND are accessing a broad and balanced curriculum. Regular Pupil Progress Meetings with a focus on children with SEND. Subject leaders to complete pupil voice and book looks for pupils with SEND. Staff to undertake training around how to adapt teaching effectively for all learners in their class. Half termly SEND meetings between SENCo and all year groups to share information. 	<p>Alice Hall (SENCo)</p> <p>Alice Hall (SENCo) SLT</p> <p>Alice Hall (SENCo)</p> <p>Nazia Bashir Stephanie Knight</p> <p>Alice Hall (SENCo) Nazia Bashir Research School</p> <p>Alice Hall Year Group Teams</p>		<p>Staff will be rigorously tracking and monitoring small steps of progress for pupils with SEND.</p> <p>Teachers will be more accountable for the progress of children with SEND in their class.</p> <p>SENCo will have a deep understanding of the needs of pupils across school and their small steps of progress.</p> <p>Subject Leaders will have knowledge of how children with SEND are accessing their subject.</p> <p>Teachers will be confident in adapting learning for the pupils with SEND in their class.</p> <p>Children will have learning that addresses their gaps.</p> <p>Adults around the child will have the most up to date information about</p>

	school in order to support a wide range of needs.	for re-integration or appropriate provision identified on EHCP.	➤ Regular reviews of provision for children accessing a small group provision	Alice Hall Inclusion Team Year Group Teams		children in their class. Children will access the provision that is most appropriate to their needs whilst still maximising their time in mainstream provision.
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> School has an accessible physical environment with a lift, wide corridors, ramps to external buildings, and a hygiene suite. Appropriate furniture is provided in keeping with reports and assessments from professionals. Each floor of the building has a disabled toilet and a wide doored toilet cubicle. The ground floor has as hoist and a change bed. School works closely with professionals to ensure that children with physical needs are provided with the correct programme of support, including physiotherapy, standing frames, motor skills interventions, and floor work. 	<ul style="list-style-type: none"> Corridors are kept clear and at the correct width required. Ramps in the playground to be safe for children to use. Fire-Evacuation plan to be in place for children with additional needs. Disabled toilets to be clear of any un-needed 	<ul style="list-style-type: none"> Site walk round to be completed and actions addressed to ensure environment is clear and safe for all pupils. New ramps to be purchased that are the appropriate size and made to last all weather conditions. These will also include hand rails. 4 members of staff to be trained on fire-evacuation. Children in our smaller group provision to practice using safety walking rope for future fire drills. Staff to ensure that disabled toilets 	<p>Alice Hall Andrew Wooley Jonathan Lebeter Jeanette Wong</p> <p>Andrew Wooley Jonathan Lebeter Mick Erlam</p> <p>Ndey Dampha Malgorita Klucsa Ali Turner Kim Torkamani Jonathan Lebeter</p> <p>NEST Staff Green Room Staff</p> <p>Alice Hall Jeanette Wong</p>	<p>September 2024</p> <p>September 2025</p> <p>December 2024</p> <p>Ongoing</p> <p>December 2024</p>	<p>The school is compliant with all physical accessibility requirements.</p> <p>All areas of the playground are safely accessible.</p> <p>Identified staff trained on evacuating children who require a fire evacuation chair.</p> <p>Our children with the highest level of need will be able to evacuate safely and efficiently during fire alarms.</p> <p>Disabled toilets will</p>

		<p>furniture.</p> <ul style="list-style-type: none"> External pathway fences are wide enough for wheelchair users. Internal doors currently have high door handles, these needs replacing for a merilock style system. 	<p>have a wide enough turning circle for wheelchair users and that nothing is stored in spaces that isn't used as part of changing.</p> <ul style="list-style-type: none"> Fences to be replaced with metal fences, ensuring the correct width. Quotes to be obtained and actioned to fit merilock systems on to internal doors. 	<p>Mick Erlam</p> <p>Andrew Wooley Jonathan Lebeter</p> <p>Andrew Wooley</p>	<p>September 2025</p> <p>September 2025</p>	<p>have the correct turning circle required and be clear of clutter.</p> <p>All areas of the outside environment will be accessible by wheelchair.</p> <p>Children within school will be safely contained but able to evacuate all areas when needed.</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve classroom environments for children with additional needs.</p>	<ul style="list-style-type: none"> • Children with a variety of need are able to access all classrooms across school. • Classrooms are clear and well-designed 	<ul style="list-style-type: none"> • Environments to show clear labels and visual examples of how things should be organized. • Classrooms to use the same symbols consistently across school • Concrete resources to be readily available to children throughout the day. 	<ul style="list-style-type: none"> • All classrooms to use widget symbols to label environment. • Early Years to label individual resources and shelves. • Key Stage 1 and 2 to label shelves. • Visual timetables to be consistent across school. • Displays to be consistent across school. • Teachers to create bank of resources available during learning that children can access independently. 	<p>Alice Hall Elliot Hahn Nazia Bashir</p>	<p>July 2025</p>	<ul style="list-style-type: none"> • Children will know where to find resources and how to store them appropriately. • Children will be able to understand the timetable for their day no matter where they are around school. • Displays will be an effective working wall which is not over-stimulating. • Children will be able to identify resources to independently support themselves during learning.