

School name: The Co-operative Academy of Manchester

3-year period covered by the plan: September 2017 – September 2020

Plan agreed: September 2017

Plan Review: September 2018

Lead member of staff: Mrs Laura Marchant

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) 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 school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

The Co-operative Academy of Manchester, built in 2010, is fully DDA compliant internally and externally. The Co-operative Academy of Manchester is actively improving accessibility for children, young people and visitors and is accessible by disabled or wheelchair users. The Co-operative Academy of Manchester's roadways, footpaths and car parks are all accessible to those with disabilities and there are disabled car parking bays. School entrances have ramp access and there are accessible toilets. We provide all children and young people with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse learning needs of children and young people
- Overcoming potential barriers to learning and assessment for individuals and groups of children and young people

The School's Aims

- To embrace a partnership between the school and home
- Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- Students will be helped to appreciate that they are members of the wider community in its richness and diversity
- Curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- **Inclusive School (DfES 0774/2001)**
- **SEN & Disability Act 2001**
- **The SEN Revised Code of Practice 2014**
- **The Disability Discrimination Act (amended for school 2005)**
- **Code of Practice for Schools (Disability Rights Commission)**

The priorities for the Accessibility Plan for The Co-operative of Manchester were identified by a planning group who consisted of:

- **CAT Advisor**
- **Vice Principal, SEND**
- **Safeguarding Officer**
- **SENCO**
- **Assistant SENCO**

The Equality Act (2010) states that a person has a disability if:

They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

The Co-operative Academy of Manchester recognise their duty under the Equality Act (2010)

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an Academy or other education provider to treat a disabled child or young person unfavourably. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty).

The Academy governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Accessibility Plan

This Plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of The Co-operative Academy of Manchester for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. We aim to meet the needs of a range of children and young people currently on roll and prospective pupils.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children and young people with SEN and disabilities, and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, to SEN and disabled children and young people, including pictorial and oral and Braille formats. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum at The Co-operative Academy of Manchester.
3. Ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS Trusts.

Management

Accessibility action planning forms The Co-operative Academy of Manchester's annual development planning. It will be updated to take account of improvements made, future resource availability and changing needs in the target areas. Accessibility action planning aims:

- To review The Co-operative Academy of Manchester's policies, procedures and facilities when they are likely to affect both current and prospective children and young people who are disabled.
- To make decisions with a view to improving the accessibility of education in its many aspects, for current and prospective children and young people with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review The Co-operative Academy of Manchester's Accessibility Action Plan.
- To continue to review The Co-operative Academy of Manchester's SEND Policy.

Monitoring

Monitoring is essential to ensure that children and young people with SEN and disabilities are fully able to access the curriculum.

We will monitor the following:

- Admissions
- Attainment
- Achievement
- Attendance
- Rewards and Sanctions
- KS4 option choices
- Post-16 destinations

Teaching and Learning Support

As set out in the SEND Policy, The Co-operative Academy of Manchester have:

- Learning Support (SEN) teams who are equipped to deal with a range of learning difficulties experienced by children and young people. These children and young people can, with support and a range of strategies, access our curriculum.
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The Co-operative Academy of Manchester has procedures for dealing with accessibility in advance of a child or young person's arrival or, in the case of the emergence of a disability during a child or young person's time at the Academy, as soon as is reasonably possible, by considering and making available:

- appropriately modified resources and materials
- appropriately modified teaching approaches
- the use of ICT aids where appropriate
- personalised provision and support

Other related The Co-operative Academy of Manchester policies:

Equality for disabled children and young people is included as an explicit aim in all of our policies and this Accessibility Plan is supported by the following documents:

- Equal Opportunities Policy
- Disability Equality Scheme
- Teaching and Learning Policy
- Administration of Medicines Policy
- Admissions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policies
- Academy Improvement Plan
- Policy for Academy visits and excursions
- SEND Policy
- SEN Information