



Co-op Academy  
Broadhurst

## **Accessibility Plan and Policy** **2020-2023**

### **Aims**

Under the Equality Act 2010, schools are required 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.

In order to fulfil our aim of treating all its pupils fairly and with respect, we need to provide access and opportunities for all pupils without discrimination of any kind.

At Co-op Academy Broadhurst, we encourage everyone to follow the 'Ways of Being Co-op':

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

By providing a secure, safe environment where children can flourish and reach their full potential.

Co-op Academy Broadhurst is a proud member of Co-op Academies Trust, we work closely with them to ensure that all children have the best education ensuring that all children have access to a broad and balanced curriculum that prepares them for their future lives. In addition, as a school in Manchester, we work with the Local Authority, particularly the SEND team to ensure accessibility for all pupils.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please refer to our Equality Policy

### **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 day to day activities.

Under the Special Education 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 the auxiliary aid or adjustments to premises.

## Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Completion date	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our Academy offers a differentiated curriculum for all children.</p> <p>Curriculum resources use and include examples of people with disabilities.</p> <p>Resources (curriculum or physical) are tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum is regularly reviewed to meet the needs of all pupils.</p> <p>Targets are set effectively and are appropriately but establish high expectations for pupils with additional needs.</p> <p>Progress is tracked for all pupils including those with additional needs and/or a disability.</p>	<p><b>Short term</b> Audit and purchase a variety of Dyslexia-friendly books.</p> <p><b>Medium term</b> Monitor and track progress for all groups of children including those with disabilities.</p> <p><b>Long term</b> Review curriculum subject by subject to ensure accessibility for all children</p>	<p>Research and purchase of good quality Dyslexia-friendly books with a focus on equality.</p> <p>Use OTrack to monitor pupils, focusing on those with a disability. Identify any gaps and action strategies to bridge these.</p> <p>Curriculum leader audit form to use for each subject.</p>	<p>English Subject Leader</p> <p>SENCO, Subject Leaders and class teachers</p> <p>Curriculum Leader, Subject Leaders</p>	<p>Summer 2021</p> <p>Termly</p> <p>Jan 2022</p>	<p>Pupils will have access to good quality books.</p> <p>Gaps in attainment are identified and strategies are actioned to ensure that these gaps are addressed.</p>
<p>Improve and maintain access to the physical environment</p>	<p>Co-op Academy Broadhurst is accessible to all the children who currently attend.</p>	<p><b>Short term</b> research and seek support in further resources to support visual and hearing impaired children</p>	<p>Work with the sensory support service to support in developing our environment for children with these difficulties.</p>	<p>SENCo</p>	<p>Summer 2021</p>	<p>Children are able to access the same learning.</p>

	<p>The school is on one level on two buildings and has facilities for those with disabilities including wide corridors, disabled parking bays and disabled toilets.</p> <p>Signs and resources around the school are positioned so they are accessible.</p>	<p><b>Medium term</b> Look at installing carpets in all classrooms to support children with hearing impairments.</p> <p><b>Long term</b> To mainstream the school site in line with the needs of children.</p>	<p>Discuss with Headteacher and Site Manager</p> <p>To regularly review the school site with the school maintenance team regarding monitoring and reporting systems.</p>	<p>Office Manager, Site Manager and Headteacher</p> <p>Office Manager, Site Manager and Headteacher</p>	<p>Spring 2021</p> <p>Ongoing</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Information is translatable into a range of different languages and sizes through the use of Clasdojo.</p>	<p><b>Short term</b> Understand the needs of pupils and ensure information is available in relevant formats</p> <ul style="list-style-type: none"> <li>- Large print</li> <li>- Pictorial or symbolic representations</li> </ul> <p><b>Medium term</b> Ensure signage is suitable for non-readers, is clear and well situated</p> <p><b>Long term</b> The school makes itself aware of the services available through the LA for converting written information into alternative formats</p>	<p>Discuss with Headteacher, possible purchase of Communication in print resource.</p> <p>Environment walk, site manager, headteacher and office manager</p> <p>SENCO to enquire into this service</p>	<p>SENCO, Headteacher</p> <p>Headteacher, Office Manager, Site Manager</p> <p>SENCO, Headteacher</p>	<p>Autumn term 2021</p> <p>Half termly</p> <p>January 2022</p>	<p>Pupils have access to curriculum information and all other school information in a format that meets their needs</p> <p>Pupils are able to navigate the school regardless of any disability</p>

### **Monitoring Arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

We have included a range of stakeholders in the development of the accessibility plan, including; pupils, parents, staff and governors of the school.

This Accessibility Plan will be made available on the school's website, and paper copies are available upon request.

### **Links with other policies**

- Risk Assessment Policy
- Health and Safety Policy
- Equality Policy
- Special Educational Needs Information Report
- Supporting pupils with medical conditions policy.

<b>Approved by:</b>	Governing Body	<b>Date:</b> 12.05.21
<b>Last reviewed on:</b>	May 2021	
<b>Next review due by:</b>	30.9.23	