



Accessibility Plan

Date policy last reviewed: 22 August 2022

Date of next review: August 2025

Signed by:

A Martin

Principal

Date: August 2022

M O'Connell

Chair of Governors

Date: August 2025

Vision

Developing people of good character who achieve excellence and make a positive contribution to their communities.

Mission

Our mission is to ensure
that:

- students develop the knowledge, skills and character to live happy, healthy and successful lives
- all are included and work hard to fulfil their potential regardless of background or starting point
- student choices are not limited by self-belief, opportunity or circumstance.

This can be achieved at Magnus through world class learning, high expectations and through encouraging personal, moral and spiritual development within a Christian framework.

Our Core Values...

All our work will be underpinned and driven by the following core values:

- **Determination**

- Have the courage to work hard and keep going with a relentless drive to achieve excellence.

- **“Run in such a way that you may win” 1
Corin 9 v 24**

- **Integrity**

- Have the strength of character to choose honesty and truth at all times and be accountable for our actions.

- **“ We are taking pains to do what is right not only in the eyes of the Lord
but also in the eyes of man” 2 Corin 8 v21**

- **Ambition**

- Have the belief and drive to succeed, placing no limits on what can be achieved

- **“ I can do all things through Christ who strengthens me” Phillips
4 v 13**

- **Humility**

- Recognise and respect the value of everyone and celebrate success together.

- **“Be completely humble and gentle; be patient,
bearing with one another in love” Ephesians 4v2**

- **Compassion**

- Comfort and support all those in need and offer grace to all in our community.

- **“Be like minded, be sympathetic, love one another, be compassionate
and humble” 1 Peter 3 v 8**

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Statement of intent

This plan outlines how **Magnus Church of England Academy** aims to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account students' disabilities and the views of parents and students. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Students' parents.
- The principal and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality Policy
- Admissions Policy
- Behaviour Policy
- Supporting Students with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The principal will be responsible for:

- Ensuring that staff members are aware of students' disabilities and medical conditions.
- Establishing whether a new student has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding students' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the principal and governing board to ensure that students with SEND are appropriately supported.
- Ensuring they have oversight of the needs of students with SEND attending the school, and advising the principal in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled students to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any student as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which students with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which students with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes students who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account students' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Principal, teachers, SENCO	Spring 2023	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2023
	Staff members do not have the skills to support students with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Principal, external advisors, SENCO	Summer 2023	Staff members have the skills to support students with SEND	Autumn 2023
Medium term	School trips do not take into account students with SEND	Needs of students with SEND are incorporated into the planning process	Teachers, SENCO	Spring 2023	Planning of school trips takes into account students with SEND	Summer 2023
Long term	Students with SEND cannot access lessons	Provide suitable adjustments for students with SEND	Principal, ICT manager, SENCO	Autumn 2023	Students with SEND can access lessons	Spring 2024

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Building surveyors	Summer 2023	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Autumn 2023
Medium term	Learning environment of students with visual impairments is not accessible	Incorporation of appropriate colour schemes	SBM	Summer 2023	Learning environment is accessible to students with visual impairments	Autumn 2023
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken Plan for alternative arrangements if construction work cannot address this	SBM/building contractors	Summer 2023	School buildings are fully accessible or plans are in place to ensure all elements of the curriculum are accessible.	Autumn 2023

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible	Audit of information and delivery procedures	SENCO, ICT manager	Spring 2023	School is aware of accessibility gaps to its information delivery procedures	Summer 2023
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer 2023	School is aware of local services for converting written information into alternative formats	Autumn 2023
Medium term	Written information is not accessible to students with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Spring 2023	Written information is fully accessible to children with visual impairments	Summer 2023
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager	Summer 2023	Website is fully accessible	Autumn 2023

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and principal. The next scheduled review date for this plan is October 2023. Any changes to this plan will be communicated to all staff members and relevant stakeholders.