



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Accessibility Plan Review and Update

Date policy last reviewed: May 2026

Date of next review: May 2027

Review cycle: Annual (with 3 year comprehensive audit)

Signed by:

A Martin

Principal

Date: 14th May 2026

Chair of Governors

Date:

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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VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES

1. Executive Summary & Key Findings (May 2026)

This review builds on the initial data assessment from the 2025/26 academic year datasets: Medical Conditions Register (77 students with medical notes), Primary Needs Analysis (153 students with SEN), and EHCP Overview (30 students). The data reveals significant concentrations of need, particularly in Years 8, 9, and 10, with strong correlations between medical complexity, SEMH needs, and attendance challenges.

Critical Insights:

- 77 students with recorded medical notes (highest in Year 8: 21; Year 10: 19).
- ADHD: 39 students; ASD/Autism: 38 students – dominant conditions across multiple year groups.
- SEMH primary needs: 74 students (48% of SEN register), with highest concentrations in Years 8 (21) and 10 (19).
- Attendance challenges in high-need years: Year 11 (44.9%), Year 10 (61.8%), Year 8 (63.9%) – disproportionately affecting students with EHCPs and medical notes.
- EHCP concentration in Years 8–10 (23 of 30 total), with 100% of these students also recorded as PP/FSM, indicating intersectional disadvantage.

This factual data underscores the need for targeted, evidence-based accessibility planning without assumptions about causation or future costs.

2. Current Data Landscape (2025/26 Academic Year)

Medical Conditions by Year Group

Year	Medical Note	ADHD	ASD/Autism	Asthma	Anxiety	Epilepsy	Allergy	Total
7	8	4	1	2	2	0	0	8
8	21	12	13	2	3	0	2	21
9	9	6	4	2	2	0	0	9
10	19	7	13	2	0	0	1	19
11	15	8	6	3	0	4	0	15
12	0	0	0	2	0	0	0	0
13	5	2	1	2	1	0	0	5
Total	77	39	38	12	8	4	3	77

Note: 'Students with Medical Note' represents unique students flagged with medical information; specific conditions may overlap.

Primary Needs by Year Group (SEN Register)

Year	CI	CL	PS	SEMH	LAC	Total
7	4	7	1	10	0	22
8	14	3	4	21	0	43
9	2	5	1	12	0	20
10	8	3	0	19	0	30
11	8	2	4	11	0	25
12	1	1	1	1	0	4
13	3	1	0	0	0	9
Total	40	22	11	74	0	153

CI = Communication & Interaction; CL = Cognition & Learning; PS = Physical/Sensory; SEMH = Social, Emotional & Mental Health; LAC = Looked After Children.

EHCP Overview

Year	EHCP Count	PP	FSM	Avg Attendance %	Top Need
7	2	1	1	91.9	SEMH
8	6	6	6	63.9	SEMH
9	9	8	8	70.1	SEMH
10	8	5	5	61.8	SEMH
11	4	2	2	44.9	CI
12	1	0	0	96.6	PS

PP = Pupil Premium; FSM = Free School Meals. Note: Year 13 EHCP data not available in current dataset. Low attendance years (8, 10, 11) align with high SEMH and medical note prevalence.

3. Accessibility Audit

The governing board will undertake an annual Accessibility Audit, with a full comprehensive audit at least every three years. The audit will cover the following three areas: access to the curriculum, access to the physical environment, and access to information. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including ambulatory, dexterity, visual, auditory, and hidden disabilities such as autism, dyslexia, ADHD, and mental health conditions. The audit will draw on data about disabled students (anonymised), feedback from students and parents (via annual surveys), staff input, and where appropriate external specialist audits (e.g. pdnet physical environment toolkit). 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, after taking into account students' disabilities and the preferences of their parents. A breakdown by the three core areas of accessibility, including key issues from current data and planned actions based on our discussion of school-specific needs, is set out below. These are integrated with the annual timeline in Section 4 to ensure effective execution across the school year.

Planned actions

Information

- To improve access to information:
 - - Ensure relevant staff have immediate access to students' medical data and that medical plans are updated and shared appropriately (Autumn term priority).
 - - Enhance the school website and parent portal to include accessible SEND information, online medical update forms, SEND support request functions, after-school provision links, and concern reporting.
 - - Establish clear points of contact for parents of students at SEN level 2 and 3 to discuss needs and progress.
 - - Conduct student and parent voice surveys on the accessibility of information and communication channels (Spring term).
 - - Embed consistent use of one-page profiles and communication passports for all students with significant SEND.
- These measures will be audited and progressed through the annual timeline, with key actions in Autumn term to ensure robust information systems support inclusion and attendance.

Physical Environment

- To improve the physical environment:
 - - Conduct regular reviews of the physical environment involving student voice, the site team, and focusing on students with wheelchair access needs, visible impairments, and hearing impairments (Autumn term audit).
 - - Develop and implement strategies to support students with sensory needs: identify and mitigate overstimulating areas, enhance signage (e.g. subject names on doors, clear signposting), and improve marking of boundaries and quiet routes.
 - - Look for opportunities to fund wishlist items:

lift in Dean hole building, replacement of small steps with ramps, improved temperature control in non-AC rooms, upgraded projectors for visual access).

- Progress will be tracked via the annual timeline, with immediate actions in Autumn and ongoing monitoring.

Curriculum

- To improve curriculum access:
 - - Review all learning plans and ensure they (along with pupil passports) are readily available to relevant staff; involve classroom teachers in EHCP reviews to inform planning.
 - - Implement consistent adaptive teaching: conduct weekly drop-ins on EHCP students across lessons, provide EHCP prompt cards to teachers, and deliver feedback to ensure provisions and outcomes are met (working towards high-quality adaptive teaching as standard).
 - - Establish ongoing SEND training as a CPD mainstay, with short-term refinement of information sharing for students in universal provision and medium-term flexible classroom plans for those with ASD, communication interaction or sensory difficulties who do not qualify for specialist bases (e.g. Maple or Galilee), including targeted KS4 support for qualifications.

4. Planning Duties and Updated Actions: Annual Timeline

To address the identified needs and ensure ongoing compliance with the Equality Act 2010, an annual timeline has been developed. Actions are prioritised based on the 2025/26 data and aligned to the three school terms used in Nottinghamshire (Notts): Autumn, Spring, and Summer. This timeline will be reviewed and expanded termly.

Autumn Term (September – December 2026)

- Review all learning plans.
- Ensure relevant staff have access to students' medical data.
- Update medical plans to the best of our ability.
- Check medical plans for all new students.
- Ensure learning plans and pupil passports are available to staff.
- Verify student information availability and recommend actions to appropriate school personnel.
- Notify the medical team of relevant data.
- Check timetables to confirm mobility provisions for affected students.
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- - Complete all accessible arrangements for Year 11 students by December 2026 to ensure accessibility.
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- - SENCO coordinates the annual Accessibility Audit (covering curriculum, physical environment and information access), consulting staff, students, parents and drawing on relevant data and surveys (by end of Autumn term).
- - Governing Board reviews the audit findings and approves the updated short-, medium- and long-term actions (December meeting).
- - Integrate audit outcomes into the Accessibility Plan and termly monitoring cycle.

January – March 2027 (Spring Term)

- Mid-year review of medical plans and learning plans; update based on new diagnoses or changing needs.
- Conduct student and parent voice surveys on accessibility of information and environment.
- Embed Zones of Regulation and co-regulation strategies across KS3/4 classrooms.

April – July 2027 (Summer Term)

- Full review of the annual timeline and data; prepare updated datasets for 2026/27.
- Evaluate impact of Autumn Term actions and adjust for the following academic year.
- Publish annual accessibility summary report for governors and stakeholders.
- - In Term 3, begin Year 10 access arrangements for Form 8 students.
- - In June, finalise transition arrangements for Year 6 students with accessibility or disability issues, liaising with external agencies as needed.

5. Monitoring and Review

This plan will be monitored termly by the Inclusion Committee, with data-driven progress reports presented to the Governing Body. Key Performance Indicators for 2026–2029 include:

The plan is a living document, responsive to new data, legislative changes, and evolving student needs. It will be fully audited and updated every three years, with the next comprehensive review scheduled for May 2029.

Approved by the Governing Body – May 2026

Principal Date: _____

Chair of Governors Date: _____