



ASPIRATIONS

Accessibility plan

Magna Academy

Approved by Regional Board:



Date: 22.10.20

Last reviewed on:

October 2020

Next review due by:

October 2021

1. Introduction

Magna Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The purpose of the plan is to:

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

2. Definition of disability

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer

3. Reasonable adjustments

We have a duty to make reasonable adjustments for disabled students:

- When something we do places a disabled student at a substantial disadvantage to other students we must take reasonable steps to avoid that disadvantage
- We will be expected to provide an additional adult or service for a disabled student when it would be reasonable to do so, and where such an intervention would alleviate any substantial disadvantage the student faces in comparison to his/her non-disabled peers

4. Aims of the accessibility plan

We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The accessibility plan will contain relevant actions to

- Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; This covers teaching and learning and the wider curriculum of the Academy such as participation in extra-curricular clubs, leisure and cultural activities or

educational visits. It also covers the provision of additional adults and equipment, which may assist these students in accessing the curriculum.

- Improve access to the **physical environment** of the Academy, maintaining existing equipment and adding specialist facilities as necessary.
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the Academy and its events. The information should be made available in various preferred formats within a reasonable time frame.

The Accessibility plan will be made available online on the academy website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

5. Related Policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and Disability policy
- Supporting students with medical conditions policy
- Teaching and Learning Policy
- Behaviour Policy

6. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

- a. Increase access to the curriculum for students with a disability.

Objective	Action	Person responsible	Date to complete actions by	Success criteria
To meet the need of SEND support students through quality first teaching.	Inset SEND training to all teaching and support staff.	MOD	September 2020	Improved awareness of strategies to support SEND students.
	Quality first teaching booklet for every member of teaching staff.	MOD	September 2020	Teachers refer to the guide throughout the year to update on strategies used to support additional needs.
Appropriate resources used to support quality first teaching in the classroom.	Purchase appropriate resources. Reading pens, handwriting pens and coloured overlays.	MOD	September 2020	Phoenix centre is well resourced to meet the needs of SEND students.
	HLTA to provide appropriate resources for students through interventions in order to make sure the resource matches the need.	JSE	November 2020	Students using resources appropriately in lessons.
Curriculum progress is tracked for all students, including those with a disability.	SEND register to be accurate	LNS	November 2020	Heads of department have the correct information to be able to track the SEND students. Providing the most appropriate interventions to match the student need.

Homework to be accessible for all students	Magna 5 presentation for parents to support students with self-quizzing.	SME	November 2020	Parents to have a greater understanding of homework expectations to be able to support their son/daughter.
	HLTA to offer intervention to support students individually with how to self-quiz.	JSE and Tutors	December 2020	Students improves confidence in self quizzing.
	Students to attend Homework club for support. Monday, Tuesday, Wednesday and Friday.	JMY	September 2020	Fewer homework detentions for SEND students.
	Reasonable adjustments made to homework for students with additional needs.	LNS	September 2020	All students to be able to achieve homework.
All out of academy activities will be conducted in an inclusive environment with providers that comply with all current and future legislation requirements. Risk assessments will be undertaken and additional staffing provided to enable all students to access trips and visits.	Educational visits policy	MOD KPE	In place already	All students to be able to enjoy an educational visit.
Challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.	Personal development curriculum for all year groups.	CBR	September 2020	Students develop their understanding of others
	Personal development curriculum delivered in small groups.	RCS	September 2020	All students receive the personal development information at the appropriate level.

	1:1 or small group ELSA for supporting SEND students in order to raise awareness of others.	ASS		Not accepting negative attitudes from any student.
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b. Improve and maintain access to the physical environment

Magna Academy is a fully accessible site arranged over two floors. It has specified disabled toilets which comply with all regulations and include grab handles and alarm call systems. There is lift access to the second floor and the provision of evacuation chairs and disabled refuge areas in the event of a fire alarm. The academy also has a hygiene room and physio room for use by physically disabled students.

Objective	Action	Person responsible	Date to complete actions by	Success criteria
Magna Academy is a fully accessible site	Site team carry out daily checks on all areas to ensure that no hazards are around which could impair the access of any physically disabled users.	LBY	Ongoing	Magna Academy is fully accessible.
	Yellow markers on stair wells to be maintained and re-painted annually where necessary.	LBY	Annually	Magna Academy is fully accessible.
	Lift to be kept in working order at all times in order to ensure the first floor is fully accessible.	LBY	Termly	Magna Academy is fully accessible.

c. Improve the delivery of information to students with a disability

Objective	Action	Person responsible	Date to complete actions by	Success criteria
Written material to be made accessible for all students to encourage independent working.	Training to all staff regarding the layout, colour and font of worksheets.	MOD	September 2020	All students to be able to access the work in the classroom.
	Ongoing guidance accessible on google shared drive	MOD/MHS	December 2021	Staff to be able to access support throughout the year
All classrooms have a Smart board, whiteboard and visualizer.	All staff to report any ICT equipment not working in a timely manner in order to ensure teaching staff have the resources they need.	All staff and ICT		Staff to have a range of resources to use in the classroom
Students exams are modified.	Access arrangements are applied for to reflect a students normal way of working.	MOD	Year 11 – Deadline 30 th March 2021	Students not disadvantaged due to their disability.