Accessibility plan

Magna Academy

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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 enrichment 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 to ensure the progress of SEND students	Inset SEND training to all teaching and support staff, to have a refresher course in SEND/High Quality Teaching	MOD	September 2023 and September 2024	Improved awareness of strategies to support SEND students.
	Graduated response training with all staff	MOD	Regular bulletin updates Staff surgeries	Improved awareness of graduated response in meeting the needs of SEND students.
	Quality first teaching reminder for every member of the teaching staff	MOD	September 2023 and updated September 2024	Teachers refer to the guide throughout the year to update on strategies used to support additional needs.
	Develop Individual Learning profiles on provision map with information that is helpful for teaching staff	MOD/TNL	All students on the SEND register have a learning profile - these will be updated regularly	Students with SEND achieve levels of progress in line with or above the National Average.
	Strong links with external agencies, including EP, School inclusion, CAMHS, Specialist Teacher, SALT	MOD/AWN	Throughout the year as new reports are completed	Strategies from professionals embedded in teacher practice.
	For all teaching staff to be confident that they are planning and delivering lessons that are accessible for all	SLT	Weekly lesson drop-in and T&L discussions	High Quality Teaching is evident in classrooms across Magna Academy

Curriculum is accessible for all students	Do it now activities reviewed to ensure accessible for every student to experience success at the beginning of the lesson	MOD/CBR	Ongoing through quality assurance monitoring	Reduction in patrol calls for PA Low students at the beginning of a lesson
	Science risk assessments ensure needs of SEND students are met where needs go beyond provision provided through quality first teaching	MOD/CBR	January 2024	
	Students that require it have access to a laptop.	MOD/IT	February 2024	Students can make more progress through new way of working.
	Students that use laptops as their 'normal way of working' have access to a laptop for their exams.	MOD/AEY	February 2024	Students to reach potential in examinations
All students are encouraged to attend trips. Reasonable adjustments are made to the trip as part of the planning process.	Information sharing with parents in advance			
	To ensure students with SEND are aware of the plan for the trip in advance and all risks are discussed with SENCo	Trip leader	On each occasion	Students with SEND are more excited than anxious about trips.
Challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.	Personal development curriculum for all year groups.	KSD	Ongoing	Students develop their understanding of others
	Personal development curriculum delivered in small groups.	RCS	Ongoing	All students receive the personal development information at the appropriate level.
	1:1 ELSA for supporting SEND students in order to raise awareness of others.	ASS/MRD		Not accepting negative attitudes from any student.

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.	FRZ	Ongoing	Magna Academy is fully accessible.
	Yellow markers on stairways to be maintained and re-painted annually where necessary.	FRZ	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.	FRZ	Termly	Magna Academy is fully accessible.
	Clear signage is displayed around the academy for students to be able to find their way around with as much independence as possible.	FRZ		Students are able to navigate the site at the beginning of the year therefore reducing anxiety.
Emergency escape routes	Evacuation chair training as Lifts cannot be used as a means of escape in a fire.	FRZ	November 2024	Increased number of staff who can use the evacuation chair

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	Training to all staff regarding the layout, colour and font of worksheets	MOD	Annually in September	All students are able to access the work in the classroom.
	Ongoing guidance accessible on google shared drive	MOD	Annually in September	Staff to be able to access support throughout the year
	Ensure website content is update with info that is maintainable, so that it remains accurate for the foreseeable future	SLT	Ongoing	The website is accessible and content is accurate to prevent confusion
Students' exams are modified.	Access arrangements reflect a student's normal way of working.	MOD	Year 11 – Deadline 21st March 2024	Students are not disadvantaged due to their disability.