

MAGDALEN COLLEGE SCHOOL

ACCESSIBILITY PLAN ACCESS TO THE SCHOOL BUILDINGS AND THE CURRICULUM

Statutory document – Annual Review

GOVERNORS' FINANCE & RESOURCES COMMITTEE

Date next due for review by committee	Reviewed by committee	Any Changes YES/NO	Approved by Full Governors
Revised Plan	22 October 2013	Yes	10 December 2013
October 2014	11 November 14	No	n/a
23 June 2015	23 June 2015	Yes (minor)	n/a
June 2016	21 June 2016	No	n/a
June 2017	13 June 2017	Yes (minor)	n/a
June 2018	12 June 2018	No	n/a
June 2019	11 June 2019	No	n/a
June 2020			
June 2021	08 June 2021	Yes (Minor)	
October 2022	15 November 22		
October 2023	4 June 2024		

Legislation & guidance

Magdalen College School believes education and learning should provide all users of the academy buildings with the opportunities to help them achieve their full potential and social inclusion.

We are committed to improving the physical access to the academy buildings and the curriculum as well as promoting full social inclusion for families living within the community which the academy serves.

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 they have a physical or mental impairment that has a “substantial” and “long-term” adverse effect on their ability to undertake normal day today activities. Under the Special Educational 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.

Introduction

Magdalen College School aims to provide a safe and welcoming environment to all students, their families, staff and visitors and all stakeholders whether or not they have a disability either visible or invisible; whatever their ethnicity, culture, religious affiliation, national origin or national status; whatever their age; whatever their gender, sexual orientation or gender reassignment status; whether they are pregnant or have recently given birth.

The inclusive environment created in the academy will reflect the diversity of our society as a real and implicit value statement. Improved accessibility will be for all academy users. Fuller participation and success in education for all students will improve their social inclusion and, of course, benefit society in general. The academy aims to achieve a situation where all students can participate equally.

Guiding principles

1. Our learners have an equal right to a lifetime of learning that supports and promotes their social inclusion.
2. They are entitled to enjoy choices and opportunities in learning that enable them to achieve their full potential.
3. They should have access to the full range of learning opportunities in a welcoming, supportive and inclusive school.
4. All members of the school community should feel confident that their contribution and achievements are recognised and valued.
5. No-one should encounter discrimination or disadvantage in the school.
6. The school’s curriculum will positively promote equality and cultural diversity.

Aims

1. Teaching and learning at Magdalen College School must fully promote and support the social inclusion of all learners, their family and staff - allowing them to undertake shared activities.
2. Access to high quality education and learning opportunities will enable all learners to discover and realise their true potential. They will be equipped with the skills and knowledge to deal with the world and actively take part in society, the job market and improve their economic prospects.
3. All learners must have an equal opportunity to enjoy the value and benefit of education and learning to play a full part in society.
4. . Forming constructive alliances and partnerships with all users and their organisations and education partners is essential.
5. The physical environment where education is delivered should be accessible to all. To make choices easier for students and employees, the accessibility of the physical environment must not discriminate against any single user or group(s) of users.

TARGETS	STRATEGY	TIME SCALE	COST	SUCCESS CRITERIA
To anticipate the additional learning needs of a student (e.g. hearing impairment, visual impairment, additional equipment, wheelchair access)	To anticipate the needs of all students (and their parents) through liaison with feeder primary schools and other agencies. To provide opportunities for parents to provide information to the school to enable appropriate preparations are in place. To support staff with any additional resources in order to support successful undertaking of role as appropriate.	Annually	Notional costs associated with School literature and staff time to investigate and review access needs. Example of costs include auxiliary aids and equipment, written information, ramps, barriers, sign posting	Current and known prospective students' access needs are known.
To undertake an audit of the school site regarding physical access	To ensure pathways around the school's sites are in a good state of repair and enable full access to the playground (fire assembly point) and external routes to classrooms, student support areas, disabled toilets and gender-neutral toilet facilities. Sign posting of faculties / departments for support services. Ensure that appropriate points are painted yellow for those with visual impairment	Half termly checks on pathway condition and access routes to ensure acceptable condition.	Repairs and maintenance funding as necessary. Signage costs	Wheelchair access to all areas of the school on both sites, where practical, including the Reception and Student Reception. Signposting to support departments in place. Gender Neutral toilet facilities available. Students feel welcomed and can access all areas they require.
To ensure transport, parking and access for the disabled is appropriate.	To ensure that designated parking spaces are adhered to by raising staff / visitor awareness as appropriate and safe parking requirements. Ensure adequate numbers of disabled parking spaces are available	On-going.	Repairs and maintenance funding as necessary for line marking. Notional staff time to raise awareness to all staff / visitors on site	Improved access to the School building at strategic points Students and parents with wheelchairs are dropped off in front of main entrance
To ensure all students have access to the curriculum and enrichment opportunities	Risk assessments will ensure that all students have equal access. Review curriculum / learner support facilities to ensure access.	Annually	Any additional costs may need to be budgeted for if areas of the curriculum need relocating.	No student is denied access to a course or subject based on disability
To ensure that the school's policies address the needs of all students	Disability, SEN & Inclusion Policy, Equality Policy and accessibility plan reviewed annually.	Annually	Notional costs for staff training Staff TLR costs	Updated policy statement and competent, well-trained staff
To ensure that the School caters for the dietary needs of all its students	Catering Manager to take note of dietary needs of new starters and to consult regularly with existing students Dietary needs will be highlighted through new cashless catering system	Information to be gathered at the beginning of each academic year and then as necessary.	Any additional costs to be borne by catering company	Increased take up of sales of food
To ensure that emergency procedures are fit for purpose To ensure appropriate numbers of staff are trained in Evac chair procedures for Dashwood and Wodham's Building	To audit fire and evacuation drills at the Annual Inspection Appropriate staff are trained	On going	Fees for Annual Inspections / CDP costs	All school users are able to summon assistance at important locations and raise an alarm if necessary All users are able to evacuate appropriately Key staff are trained in Evac chair.

TARGETS	STRATEGY	TIME SCALE	COST	SUCCESS CRITERIA
To ensure that all students have access to the curriculum during times of school closures.	<p>Ensure up to date knowledge of students affected</p> <p>Avail school of government funding to purchase IT equipment Provide IT equipment on temporary loan</p> <p>Use Pupil Premium money where possible to support students without IT access</p>	Whenever the school is required to close	Any additional costs for IT equipment required	All students have equal access to remote online learning
Students with physical disability who cannot access beyond first floor of buildings	All new buildings will more than one storey will have a lift installed	Cyclical bason school expansion		

TARGETS	STRATEGY	TIME SCALE	COST	SUCCESS CRITERIA
To ensure that our school is more accessible for the visually impaired	Review the safety of the school site, re trip hazards, highlighting ramps and steps.	On-going	Remedial repairs carried out by the Premises Team	Access for all enhanced
Appointment with school staff members	Clear lines of communication for parents/carers to contact appropriate staff members, via email, phone or in person to discuss students' welfare	Continuous	Staff time	Parents feel that appropriate support is available from school staff, when appropriate