



The Magna Carta School – Unity Schools Trust Accessibility Statement and Plan



Policy Approved:	28 November 2024
Next Review:	December 2026
Effective Date:	September 2024

1. Introduction

- 1.1 The Magna Carta School is committed to ensuring that the necessary provision is made for every student in the school community. This plan seeks to address the statutory requirements of the Equality Act 2010 and ensure the school continues to improve all aspects of the physical environment. This is so that all disabled students and staff can take full advantage of the education and associated opportunities provided by the school.
- 1.2 This document meets the requirements of [Schedule 10 of the Equality Act 2010](#) and the Department for Education's (DfE) [guidance for schools on the Equality Act 2010](#).

2. Legislation and Guidance

- 2.1 Within the terms of the Equality Act 2010, the following definition of "disability" applies:
"a person with a disability is one who has physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."
- 2.2 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.
- 2.3 Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, physical conditions and behavioural conditions.
- 2.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010 to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.5 This policy complies with our funding agreement and articles of association.

3. Key Objective

- 3.1 To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils and our adult users with a disability.

4. Principles

- 4.1 Compliance with the Equality Act is consistent with the school's aims and statement of equality and the operation of the school's SEND policy.
- 4.2 The school recognises its duty under the Equality Act 2010:
- Not to discriminate against disabled pupils in their admissions, exclusions and provision of education and associated services;
 - Not to treat disabled pupils less favourably;
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
 - To publish an Accessibility Plan.
- 4.3 The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities and respects the parents' and child's right to confidentiality.
- 4.4 The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils:

5. Actions

- 5.1 The Magna Carta School has identified the following points for action as part of its commitment to meet the needs of all learners:

a) Delivery of the curriculum

School staff will continue to receive training in making the curriculum accessible to all pupils and will be aware of its importance. The school will seek and follow the advice of a range of outside agencies.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

b) Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

We are always happy to discuss the individual accessibility requirements of pupils, parents or any visitor to the school.

c) Provision of information in other formats

The school is aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

d) Admission arrangements for pupils with SEND

No pupil will be refused admission to the school on the basis of their Special Educational Needs and/or Disabilities. In line with the Equalities Act 2010, we will take all reasonable steps to provide effective educational provision.

6. Adaptations already in place

6.1 Curriculum Access

- Every attempt is made to ensure that pupils with disabilities participate fully in all aspects of school life, including all trips and residential visits. Risk assessments detail the additional staffing and resources required.
- Access arrangements, such as reader, extra time, where necessary, are granted under JCQ regulations for KS3 and 4 pupils.
- Liaison with external services and agencies provides support in meeting individual children's needs, including: special programmes, resources, physical adjustments, staff training.
- Lesson planning caters to individual children's needs with high expectations for their learning and achievement.
- Extra-curricular activities are made accessible to all.
- Individual and group interventions cater for children needing additional support.

6.2 Physical Access

- a. The school site is only partially accessible to wheelchair users due to its age and design.
- b. There are disabled toilets on the ground floor of each building.
- c. Disabled parking places are available outside main reception.
- d. Liaison with relevant outside agencies to ensure all necessary changes to the classroom and wider school environment are made to accommodate individual pupils.

6.3 Information Access

- A variety of media, such as school communications platforms and emails, are used to enhance communication between home and school.

7. Linked Documents

- SEND Policy
- SEND Information Report
- Equality and Diversity Policy
- Health and Safety Policy

8. School Accessibility Action Plan:

Target	Tasks	Timescale	Accountability	Outcome
1. Increase effective EAL provision within the school	<ol style="list-style-type: none"> 1. Timetable clear programme of support 2. CPD for classroom staff on supporting students with EAL 3. Monitor impact of programme 	<p>Ongoing across the school year</p> <p>Programme reviewed each half term</p>	AJN PBH	Students are able to access learning across the curriculum and make progress in their learning.
2. Increase effective speech and language provision within the school	<ol style="list-style-type: none"> 1. Clear offer of SaLT in school prioritising common issues such as ASD, dyslexia 2. Training for staff to deliver programmes in house 3. Effective use of external provision 4. Monitor impact of internal and external programmes 	<p>Ongoing across the school year</p> <p>Programme reviewed each half term</p>	SENCO PBH	Students with specific needs relating to communication effectively supported to enable them to access learning across the curriculum and make progress in their learning.
3. Maintain and update physical environment to increase accessibility for all	<ol style="list-style-type: none"> a. Carry out weekly checks to ensure paving slabs, kerbs and pathways are clear of trip hazards and accessible for all b. Update doors to allow electronic opening where possible c. Update disabled toilets and access routes for wheelchair users d. Work with DfE to secure funding for a rebuild programme to increase accessibility for all 	<p>Ongoing across the school year</p> <p>Programme reviewed each half term</p> <p>Building work to begin in April 2025</p>	Head COO	The school site is an inclusive physical environment that can be accessed by all.

9. Maintenance and Renewal

- 9.1 To ensure that the developments outlined in this plan do not fall into disrepair, all improvements made will be built into regular reviews undertaken by the Trust and the Head of School.