



## Accessibility Plan 2022-2025

<b>Formally adopted by the Governing Board of:-</b>	<b>Magdalen Gates Primary School</b>
<b>Approved by:-</b>	<b>Suenaina Sharma and Nonnie Williams</b>
<b>Chair of Governors:-</b>	<b>Suenaina Sharma and Nonnie Williams</b>
<b>Last updated:-</b>	<b>July 2022</b>
<b>Next review date:-</b>	<b>July 2025</b>

	Page No.
1. The purpose of this plan	3
2. What does accessibility and inclusion mean for our school?	3
3. Definition of disability	3
4. Information about our school	4
5. What we have in place to make our school accessible	4
6. Challenges to accessibility that we want to address	5
7. Action Plan	6

## **1. The Purpose of this Plan**

At Magdalen Gates Primary School, we are proud to be an inclusive school serving a diverse community. Access to education is a right for all pupils, and we want to ensure that we live up to our ethos of working together to give every child the best. This plan sets out how our school will increase access to education for disabled pupils in three key areas:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

Our school accessibility plan will be reviewed every three years and reported on annually.

## **2. What does accessibility and inclusion mean for our school?**

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- (a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- (b) Avoid segregating or stigmatizing any users
- (c) Provisions for privacy, security and safety shall be equally available to all users
- (d) Ensure dignity in use for all users.

## **3. Definition of disability**

The definition of disability is set out in the Equality Act 2010, Part 6:

‘A physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day to day activities’.

## Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

## 4. Information about our school

You can find out about our school on our [website](#).

## 5. What we have in place to make our school accessible



Our school is friendly and welcoming and we strive to be a positive and active part of our local community. The school views accessibility in its broadest possible sense, with links to disability, special educational need, cultural and economic diversity, home language and other factors. Below are some of the measures we already have in place to improve access to our school

- Most steps and stairs have equivalent ramps at appropriate inclines or lifts, which are within a reasonable distance.
- Over the last year, the school has embarked on a number of projects to improve the auditory environment of the school, including the installation of sound field systems to improve distribution of teachers' voices, and the installation of new dividing walls.
- The school has worked with partners such as the Virtual School for Sensory Support (VSSS) to assess and improve its visual environment for pupils with visual impairments.
- We work closely with pupils and families to ensure that specific needs are identified early and met in a timely way. The school's SEND Policy, Policy for Supporting Children with Medical Needs and Intimate Care Policy lay out a number of approaches to developing specific plans for pupils who face particular challenges in accessing the buildings, school day or broader curriculum.
- Those pupils who need them have regularly maintained Personal Emergency Evacuation Plans (PEEPS).

- We are a School of Sanctuary, meaning that we spend time learning about the nature of “welcome” and how this relates to asylum seeking and refugee families, and we have specific processes for supporting these families in our community.
- We have specific EAL support for those who speak English as an additional language, and where necessary support parents through the use of translation services.
- The school’s curriculum has been carefully planned to meet the needs and be reflective of our specific context and school community.
- The school works in partnership with a range of external professionals to evaluate and improve specific aspects of accessibility, including healthcare professionals, educational psychologists and specialist learning support teachers, speech and language therapists, VSSS, the Inclusion and SEND team, Norfolk Steps and Norfolk SENDIASS.

## **6. Challenges to accessibility that we want to address**

Magdalen Gates Primary School occupies a building and site which are steeped in history: the Magdalen Gates Primary School building was built by the Norwich School Board in 1888 within sight of Mousehold Heath, The Cathedral and the City Wall. The school is in a residential part of the city, and is bounded on several sides by busy roads or residential streets. The school is built on a slight hill, meaning that there are several changes of level across the school site. As it is 134 years old, the building is quite unique. It is comprised of a series of large, high-ceilinged halls, from which all of the other rooms are accessed. The building is largely open plan, with few internal dividing walls. The age, nature and location of the school site and buildings present a range of challenges, including

- the accessibility of the site for those with limited mobility
- the visual and auditory environment
- the complexity of layout of the school site

## 7. Action Plan

	<b>What we are doing</b>	<b>What will it mean for students</b>	<b>Who is responsible for achieving it</b>	<b>When it will be achieved</b>
1	<p>Improving ease of navigation around the school site by</p> <ul style="list-style-type: none"> <li>• Commissioning and installing further accessible signage.</li> <li>• Consistently indicating location of steps and stairs by use of contrasting edges and the use of markers for the bottom stair.</li> <li>• Purchasing moveable ramps for those stairs where a permanent ramp is not possible.</li> <li>• Servicing wheelchair lift to ensure that it returns to the lower level in the event of a power failure.</li> </ul>	Pupils and visitors will find it easier to get around our school site safely and calmly.	Caretaker	Summer 2023
2	<p>Continuing to improve the auditory accessibility of the site by:</p> <ul style="list-style-type: none"> <li>• Installing further sound field systems, including in the main school hall.</li> <li>• Obtaining portable induction loops for people with hearing aids.</li> <li>• Facilitating the movement of the EYFS classroom into the lower school building.</li> </ul>	Pupils and visitors will be able to more clearly hear lessons and presentations to a class or larger audience.	SLT	Summer
3	<p>Improving accessibility of toilets across the school by:</p>	Pupils and visitors will have appropriate and accessible toilets close to the place where they work.	Caretaker	2024

	<ul style="list-style-type: none"><li>• Designating a gender neutral toilet for use by KS2 pupils</li><li>• Ensuring access to a wider cubicle in each area for those with limited mobility.</li></ul>			
--	--	--	--	--