



Accessibility Plan 2025-2026

Formally adopted by the Governing Board of:-	Magdalen Gates Primary School
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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 several years, 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

	What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
1	<p>Improving ease of navigation around the school site by</p> <ul style="list-style-type: none"> • Commissioning and installing further accessible signage. • Purchasing moveable ramps for those stairs where a permanent ramp is not possible. • 	Pupils and visitors will find it easier to get around our school site safely and calmly.	Caretaker	Summer 2026
2	<p>Continuing to improve the auditory accessibility of the site by:</p> <ul style="list-style-type: none"> • Obtaining portable induction loops for people with hearing aids. • Considering building further partition walls, including over the EYFS/KS1 kitchen area. 	Pupils and visitors will be able to more clearly hear lessons and presentations to a class or larger audience.	SLT	Summer 2026
3	<p>Improving accessibility of toilets across the school by:</p> <ul style="list-style-type: none"> • Ensuring access to a wider cubicle in each area for those with limited mobility, and ensuring that these are maintained well and easily available. 	Pupils and visitors will have appropriate and accessible toilets close to the place where they work.	Caretaker	2026