

MAGDALEN COLLEGE SCHOOL

ACCESSIBILITY PLAN

ACCESS TO THE SCHOOL BUILDINGS AND THE CURRICULUM

Statutory document – Annual Review

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		
September 2025	December 2026		
September 2026			

Date of Plan: September 2025

Review Date: September 2026

Person Responsible: Headteacher / SENCO

Approved by: Governing Body

Status: Statutory

1. Legislation and Guidance

This Accessibility Plan is written in accordance with:

- Schedule 10 of the **Equality Act 2010**
- The **Department for Education (DfE) guidance** on the Equality Act 2010
- The **SEND Code of Practice (2015)**

The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term negative effect on a person's ability to carry out normal daily activities. This plan ensures that disabled students and other stakeholders are not treated less favourably and are provided with equal opportunities.

2. School Vision and Commitment

Magdalen College School is committed to promoting equality of opportunity for all members of its community. We believe that education must promote full social inclusion and support every learner to achieve their full potential.

We are dedicated to:

- Providing a safe and welcoming environment for all
- Promoting diversity, inclusion, and accessibility
- Continually improving physical access, curriculum access, and communication

3. Aims of the Accessibility Plan

The aims of this plan are to:

1. Increase access to the curriculum for students with disabilities.
2. Improve access to the physical environment of the school.
3. Improve the delivery of information to students and families with disabilities.

4. Guiding Principles

1. All learners have an equal right to a lifetime of inclusive learning.
2. The school environment must be supportive and barrier-free.
3. Contributions and achievements of all members of the school community must be recognised.
4. Discrimination or disadvantage must be actively eliminated.
5. The curriculum must reflect and celebrate cultural diversity and equality.

5. Accessibility Plan Targets (2025–2026)

TARGET	STRATEGY	TIME SCALE	COST	SUCCESS CRITERIA
Anticipate additional learning needs	Liaise with primary schools and external agencies. Gather parental input. Support staff with resources.	Annually	Notional costs for admin, literature, aids	Anticipated needs are known in advance; staff are prepared.
Audit school site for physical access	Inspect paths, playgrounds, signage, ramps, and toilets. Highlight step edges.	Half-termly	Repairs, signage, paint	Safe, accessible routes; gender-neutral and accessible toilets available.
Improve parking and transport access	Ensure designated parking is available and used properly. Raise awareness.	Ongoing	Line marking, signage	Parents and students with mobility issues can safely access school.
Ensure full curriculum access	Use risk assessments and modify curriculum delivery where needed.	Annually	Possible relocation/resource costs	No student excluded from a subject due to disability.
Policy review for inclusion	Review SEND, Inclusion, Equality Policies and Accessibility Plan.	Annually	Training costs, staff time	Policies reflect best practice; staff confident in implementation.
Cater for dietary needs	Catering manager to consult with families and adapt menu accordingly.	Annually and as needed	Borne by catering company	Increased uptake of meals; student needs met.

TARGET	STRATEGY	TIME SCALE	COST	SUCCESS CRITERIA
Emergency evacuation	Train staff in Evac chair use. Annual inspection and audit of procedures.	Ongoing	CPD, inspection fees	All users can evacuate safely; key staff trained.
Remote learning accessibility	Provide IT equipment through funding or Pupil Premium as needed.	As required	IT equipment costs	All students can participate in remote education.
Building accessibility (multi-storey)	Install lifts in all new multi-storey buildings.	Linked to expansions	Capital cost	Full access to all areas for students with mobility impairments.
Improve visual accessibility	Mark steps, ramps, and hazards for visually impaired users.	Ongoing	Premises team time	Site is safe and accessible for visually impaired students and staff.
Strengthen communication	Provide clear contact methods for parents via email, phone or in-person.	Continuous	Staff time	Parents feel supported and involved in students' welfare.

6. Monitoring and Review

- The Governing Body and SLT will review this plan annually.
- Progress will be monitored through regular site audits, student and parent feedback, and curriculum access reviews.
- This plan will be made available on the school website and in alternative formats upon request.

7. Accessibility Plan Statement

Magdalen College School believes that true inclusion involves active participation, meaningful access, and a culture of respect. Through this plan, we are committed to reducing and eliminating barriers to access and ensuring that all members of the school community can thrive.