



# Sandal Magna Community Academy

## Accessibility Plan 2025 - 2028

<b>Approved by:</b>		<b>Date:</b>	
<b>Last reviewed on:</b>		September 2025	
<b>Next review due by:</b>		September 2028	

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and Guidance

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 to day 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.

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.

This policy complies with our funding agreement and articles of association.



### 3.1 Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum.	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils	Subject leaders to consider how pupils with a disability are able to access the same learning as their peers in their subject areas.	Subject Leaders	On-going	All pupils will make good progress and will be able to confidently talk about different subject areas.  Teachers will be knowledgeable about how to deliver learning to benefit all children.
Improve and maintain access to the physical environment.	Despite being over two sites currently and main school undergoing extensive building work, school remains accessible to all people with a disability.	There are currently no access issues but this will be kept on top of and reviewed as and when any new arrivals come with additional access needs and requirements.	HT SBM	On-going	School will remain accessible to all and no one will be disadvantaged due to not being able to access the physical environment.
Improve the delivery of written information to pupils.	We use a lot of pictorial and Makaton based signs in our Early Years.  Further through school it is used when needed on an individual basis.	Introduce more signage and symbolling across school to make the environment more accessible to learners with disabilities/additional needs.	Class Teachers  SLT SENCo	On-going	Classrooms and corridor areas throughout school will be clearly labelled and will be clear for the whole school community.

### 3.2 Access Audit

Feature	Description	Actions to be Taken	Person Responsible	Date to Complete Actions by
Number of Floors	Both sites are made up of only one floor.	Stairs leading to decking and up to the KS2 building on Barnsley Road to be kept clear of obstructions and well maintained.	Caretaker	On-going
Corridor access	Corridors are wide and allow for access should anyone be using a wheelchair.	Ensure corridors remain clear of resources or obstructions.	Caretaker Class Teachers	On-going
Lifts	No lifts			
Parking Bays	Disabled parking bays marked and clearly labelled.	None	Caretaker SBM	On-going
Entrances	External entrances are accessed using fobs.	None	SBM Caretaker	On-going
Hoists	No hoists currently.			
Toilets	Toilets all have disabled access and have alarms fitted in disabled facilities.	None	SBM	On-going
Reception Areas	Reception areas are accessible to all including wheelchair users.	Ensure reception areas are clear of obstructions.	SBM Caretaker	On-going
Internal Signage	Signs used are clear and visible.	Include pictorial signage and Makaton-based signs when needed for individual children.	Headteacher SBM SENCo	On-going
Emergency Escape Routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	SBM	On-going



## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the school governing body and the headteacher.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

