



MARSHLAND HIGH SCHOOL

Accessibility Plan

Person Responsible: Mr C Jansen

Approved by: Local Governing Body

Last reviewed on: March 2021

Next review due by: March 2024

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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 students can participate in the curriculum

Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to disabled students

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

Marshland High School (as part of West Norfolk Academies Trust) aims to treat all its students fairly, with respect and promote equality of access.

The plan is available online on the school website.

Our school is 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.

If you have any complaint relating to accessibility in school, the Trust complaints procedure should be followed.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 physical impairments, cognitive impairments and sensory impairments such as those

affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. People with 'Hidden' disabilities should also be considered.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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. Action plan

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

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES <i>State short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	<p><i>Our school offers a curriculum which is differentiated to support the needs of all learners, including SEND</i></p> <p><i>We use resources tailored to the needs of students who require support to access the curriculum. Staff follow 'Quality First Teaching' and Teach to the Top and scaffold down. There are no 'lids on learning'</i></p> <p><i>Curriculum resources include examples of people with disabilities</i></p> <p><i>Curriculum progress is tracked for all students, including those with a disability</i></p>	<p><u>Short Term</u> All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs</p> <p>Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students</p> <p><u>Medium Term</u> Ensure that we have succession planning in place for specialist roles within Learning Support</p>	<p>Curriculum continually adapted in response to changing needs as informed by the SENDCO/SEND leads</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p> <p>Specialist teams are established in SEND. Training is shared collegiately</p> <p>Performance management and further Professional Learning needs identified</p>	<p>Head and SENDCO to oversee</p> <p>SENDCO</p> <p>PM Link to advise and direct training needs for staff</p>	<p>Ongoing</p> <p>Sept 2021</p> <p>Ongoing</p>	<p>Students making expected or better progress. Learning Walks ensure this is embedded in lessons</p> <p>Staff are confident at using suggested strategies, Students benefit from an adapted delivery of curriculum appropriate to needs</p> <p>Staff training and qualifications in place to ensure the learning and</p>

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	<p>Targets are set effectively and are appropriate for students with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all students</p> <p>Individual audits to support site access are undertaken for each intake and mid-year joiners</p>	<p>so that we will always have the expertise required within the team despite changes to staff</p> <p>Long Term PE curriculum further adapted to suit the needs of all learners</p> <p>This should include accessibility of equipment and activity</p>	<p>PE to designate a member of team to consider SEND accessing curriculum</p> <p>Recommendations from Curriculum Review are actioned. Alternative and adapted equipment to be purchased if necessary</p>	<p>SLT Line Manager (DN)</p> <p>Head, SENDCO and PE department</p>	<p>Easter 2021</p>	<p>physical needs of all students are met</p> <p>All students access 100% of PE lessons regardless of activity</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required</p> <p>This includes:</p> <p>Ramps (ITB, Math, Hums)</p> <p>Disabled parking bays</p> <p>Disabled toilets and changing facilities</p>	<p>Short Term Students with specific needs have all the appropriate equipment and furniture</p> <p>Personal evacuation plans (PEEPs) for identified vulnerable students.</p>	<p>Purchase of specialised ergonomic chairs to assist access to the school environment as needed</p> <p>Develop PEEPs for specific students. APSAs informed of which students they are responsible for in an emergency situation. Peeps forms are stored with Site Manager and</p>	<p>SENDCO</p> <p>SENDCO</p>	<p>Latest purchases made to accommodate transfer of student</p> <p>Ongoing</p>	<p>In place</p> <p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p>

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	<i>Library shelves at wheelchair-accessible height. Staff available within room to facilitate access also</i>	<p>Timetables for identified students are continually checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building. i.e. Wheelchair users not timetabled in upper floor classrooms</p> <p>Signage produced to let students know that Librarian is available to assist if needed</p> <p>Ramps throughout site are safe to use. Where space is a limiting factor, risk assessments in place for how students will egress in an emergency (e.g. Maths and Hums block)</p>	<p>SEND lead and brought to the evacuation point</p> <p>Staff are continually informed of all students with mobility issues and create a suitable timetable to meet their need</p> <p>Make signage</p> <p>Ramps assessments completed by MJ</p> <p>Remedial works</p> <p>Risk Assessments or Evacuation plans in place</p>	<p>AHT (Curriculum) and SENDCO</p> <p>PH HD/MJ to check</p> <p>Site Manager</p>	<p>Annually</p> <p>Immediate</p> <p>Easter 2021</p>	<p>All identified students are timetabled in appropriate classrooms to meet their needs</p> <p>Signage up</p> <p>Ramps safe Risk Assessments in place</p>

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		<p>Assess impact of double doorways throughout school. Maglock open as possible</p> <p><u>Medium Term</u> To put into place and continually maintain high contrast warning strips on vertical posts, steps and handrails, to support students with VI</p> <p><u>Long Term</u> To ensure that all new and existing buildings and rooms allow independent access for all</p>	<p>Assess double doors Have alarm linked maglocks fitted wherever possible</p> <p>All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round.</p> <p>New plans to be closely monitored. Ensure total compliance with building and DDA regulations. Increase the number of automated doorways for students who would ordinarily rely on APSA or teacher support to open doors Ensure that all fire exits are suitable for all students, including those with mobility issues or wheelchair users</p>	<p>Site Manager</p> <p>Site Manager</p> <p>SENDCO/Site Manager</p>	<p>September 2021</p> <p>Ongoing, new buildings and sites to be included</p> <p>To be discussed</p>	<p>Wheelchair users able to access site more readily</p> <p>All students with VI are able to navigate successfully around school safely</p> <p>All students are able to independently access all areas of school both internally and externally Students are able to independently navigate the whole building unaided. With the exception of upper story classrooms. (no lift available)</p>

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<p>Improve the delivery of information to students with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible</i></p> <p><i>This includes:</i></p> <p><i>Internal signage</i></p> <p><i>Large print resources</i></p> <p><i>Braille*</i></p> <p><i>Induction loops available in some areas of school</i></p> <p><i>Pictorial or symbolic representations</i></p> <p><i>Technology solutions</i></p> <p><i>*A reassessment of braille provision will be required if we had students with specific needs joining the school</i></p>	<p><u>Short Term</u></p> <p>Internal signage needs to be addressed – Support Centre, SENDCO office, PE Dept. In line with current signage</p> <p><u>Medium Term</u></p> <p>Investigate and possibly put into place Sound Field system, and operational Mobile hearing loop system in suitable rooms/venues within the school site</p> <p>Increase availability of Hearing Loop systems</p> <p><u>Long Term</u></p> <p>Flashing alarm/ alert for HI students.</p>	<p>Signage ordered and up</p> <p>Curriculum areas to be adequately covered Hall and Auditorium covered with hearing loop system Design and Technology to have a portable soundfield unit installed</p> <p>MJ/LJ to prepare quotes on a per room basis for Hearing Loop systems. Aspiration to have at least one system in each Dept.</p> <p>Flashing alerts are installed to work with current audio bell system. Positioned adjacent to existing sirens</p>	<p>MJ</p> <p>SENDCO/Site Manager</p> <p>MJ to quote Head – Finance permitting</p> <p>Site Team</p>	<p>Easter 2021</p> <p>Review October 2022</p> <p>September 2021 for quotes.</p> <p>Ongoing aspiration</p> <p>To be discussed</p>	<p>Signage up</p> <p>Improved systems across the school will support students with HI more effectively</p> <p>Increased availability</p> <p>All students with a HI are able to access all alerts</p>

4. Monitoring arrangements

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

It will be approved by Local Governing Body.

5. Links with other policies

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

Health and safety policy

Equality duty statement and objectives

Special educational needs disability (SEND) information

report Supporting students with medical conditions policy

NB – Some of these policies referred to are Trust policies, and are available on the WNAT website.

Appendix 1: Accessibility audit

February 2020

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of storeys	Generally ground floor, other than English rooms	Maintain in line with Site	Site Manager	Annually
Corridor access	Improve level of lighting where needed, and as possible in line with replacement schedule. Specifically, in ITG foyer and SEN area as a priority.	Replace lighting with low wattage, brighter/LED solutions Follow the 5-year Electrics plan. Prioritise as needed	Site Manager	All replaced by September 2022
Lifts	N/A			
Parking bays	Disabled Parking currently in regular use. May need additional capacity	Maintain in line with Site Investigate costs for additional space	Site Manager	Annually
Entrances	Reception signposted	New signage in place	Site Manager	In place
	Ramp to doors	In use		
	Ramp at entrance to ITB needs urgent remedial work	ITB ramp to be addressed ASAP	Site Manager	Easter 2021
	Visitor recording	New digital visitor sign in system in use 2019-20	Trust IT support	
Ramps	Access suitable for each block available to support wheelchair users or disabled students	Ramp into ITB not in use – enter through ITG instead or re-room Ramp into new block	Site Manager	In place Completion date By September 2021

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Toilets	Ease of access for students Quality of provision for wheelchair users and disabled students	New toilets in place for September 2019 New build has additional toilets to increase availability. New disabled toilet provision in place for September 2019	Site Manager	In place Completion date By September 2021 In place
Reception area	Use of space under review Level of decoration Concerns about Safeguarding of students with 'push button' exit	Area redecorated in 2018-19 Refurbish furnishings New doorlock keypad in place. Part of review of internal door security throughout the school - MJ investigating cost of electronic locks on all doors	Site Manager Site Manager Headteacher	September 2021 Reception – by Easter 2021 Review of all internal locks – September 2021
Internal signage	Review internal and external signage annually (Issues as identified in policy – PE, SEN, ITG)	All site signage replaced in 2019 New signage to be ordered for new build block	Site Manager	New signage for new block in place ready for September 2021
Emergency escape routes	Regular review with Fire Marshalls of escape routes	Maintain in line with Site Action any recommendations	Site Manager	Termly
Doorways	Some entrances have double doorways. Making access problematic for people with mobility issues	Assessment of site Fit Maglocks where possible	Site Manager	September 2021