



Marshland
HIGH SCHOOL

Accessibility Plan

Reviewed by:	Governing Body
Approved:	January 2024
Review Date:	January 2027

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan.....	4
4. Monitoring arrangements	9
5. Links with other policies	9

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	ACTIONS/STRATEGIES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	<i>Our school offers a curriculum which is adapted and scaffolded as appropriate to support the needs of all learners, including SEND</i>	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs	Curriculum continually adapted in response to changing needs as informed by the SENDCO/SEND leads	Head and SENDCO to oversee	Ongoing	Students making expected or better progress. Quality assurances ensure this is embedded in lessons and across the curriculum
	<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. There are no 'lids on learning.'</i>	Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students	Continued use of the SEND referral system by all staff	SENDCO	Ongoing	Staff are confident at using suggested strategies, Students benefit from an adapted delivery of curriculum appropriate to needs
	<i>Curriculum resources include examples of people with disabilities</i>	Ensure that we have succession planning in place for specialist roles within Learning Support so that we will always have the expertise required within the team despite changes to staff	Plan and deliver bespoke training opportunities with outside agencies when the need arises	SENDCO/DHT	Ongoing	High quality teaching continues to be a strength at MHS
	<i>Curriculum progression is tracked for all students, including those with a disability</i>	Specialist teams are established in SEND. Training is shared collegiately	Performance management includes a specific SEND target for all teaching staff.	SENDCO/DHT	Sep 24	High quality teaching continues to be a strength at MHS
				PM Link to advise and direct training needs for staff	Oct 23	Staff training and qualifications in

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES	ACTIONS/STRATEGIES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p><i>Learning goals and targets are set effectively and are appropriate for students with additional needs</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all students</i></p> <p><i>All departments have designated staff who lead on SEND issues. These staff meet regularly at SEND conferences.</i></p> <p><i>Individual audits to support site access are undertaken for each intake and mid-year joiners</i></p>	<p>A member of the PE team to continue to build on the accessibility for SEND students in PE</p> <p>Complete external accreditation for supporting SEND pupils</p>	<p>Designated SEND lead for PE to continually review SEND provision in PE</p> <p>SENCO to explore which accreditation is most suitable for the school</p>		<p>Ongoing</p> <p>July 2025</p>	<p>place to ensure the learning and physical needs of all students are met</p> <p>External accreditation awarded</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of students as required</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Access to resource areas such as the library</i> 	<p>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>Review and develop PEEPs for specific students. Teachers/staff/APSAs informed of which students they are responsible for in an</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>

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES	ACTIONS/STRATEGIES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • Access to classrooms 	<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>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.</p> <p>To ensure that all new and existing buildings and rooms allow independent access for all</p>	<p>emergency situation. Peeps forms are stored with Site Manager and 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>Ramps assessments completed by MJ</p> <p>Remedial works as appropriate</p> <p>Risk Assessments or Evacuation plans in place</p> <p>New plans to be closely monitored. Ensure total compliance with building and DDA regulations. If/where possible -</p>	<p>DHT/SENDCO</p> <p>Site Manager</p> <p>Site Manager</p> <p>Site Manager</p> <p>SENDCO/Site Manager</p>	<p>Ongoing</p> <p>September 2022 – 2025 in line with plan</p> <p>Ongoing, new buildings and sites to be included To be discussed as new builds planned</p>	<p>All identified students are timetabled in appropriate classrooms to meet their needs</p> <p>Ramps reviewed Some replaced Risk Assessments in place</p> <p>Wheelchair users able to access site more readily</p>

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES	ACTIONS/STRATEGIES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			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			All students with VI are able to navigate successfully around school safely In place 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)
Improve the delivery of information to students with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille*</i> 	To ensure all students continue to receive communication in accessible formats	<p>Ensure assessments and exams such as GCSE papers are modified</p> <p>Resources are modified as appropriate</p>	<p>Exam officer/SENDCO</p> <p>Staff/SENDCO</p> <p>Site manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Strong links between exams officer/SENDCO/DHT</p> <p>Effective use of resources by all students</p>

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES	ACTIONS/STRATEGIES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • <i>Induction or portable loops available in some areas of school</i> • <i>Pictorial or symbolic representations</i> • <i>Technology solutions</i> <p><i>*A reassessment of braille provision will be required if we had students with specific needs joining the school</i></p>		New signage is reviewed to ensure it is accessible			Clear information is displayed for all, including visitors

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