



Marshland Primary Academy

Accessibility Plan 2024 - 2027



1	Summary	Accessibility Plan			
2	Responsible person	Nikki Jowitt			
3	Accountable SLT member	Sarah Hall			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Senior Leadership Team			
6	Who has been consulted and recommended policy for approval	Local Governing Body			
7	Approved by and date	LGB – Autumn 2024			
8	Version number	2.0			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	See 2.4			
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	2/11/22			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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1. Schools'/ Academies' Planning Duty

1.1 Schools and academies need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- to promote equality of opportunity for disabled people: pupils, staff, parents, carers, and other people who use the academy or may wish to; and
- to prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

This plan and the supporting SEND Local Offer meets the following criteria:

- Paragraph 3 of schedule 10 of the Equality Act 2010
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014
- Section 6 of the Special Educational Needs and Disability Code of Practice: 0 to 5 years.

1.2 According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments, and learning disabilities.

1.3 This **Accessibility Plan** forms part of the academy's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its academy community who have a disability. The duty is to anticipate and plan for their future needs.

1.4 In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the academy curriculum
- improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.



1.5 It is a requirement that the academy's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. Priorities and actions have been set so progress and outcomes can be measured.

1.6 The plan is to be reviewed and updated every three years.

2. Academy's Aims

2.1 At Marshland Primary Academy we are committed to establishing equality for all pupils, their parents, staff and other users of the academy.

2.2. In drawing up this **Accessibility Plan** the academy set the following priorities:

- To provide safe access throughout the academy for all academy users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the academy experience as fully as possible.

2.3. In addition, parents of children and young people with a disability are consulted to ensure all needs and areas of concern are addressed.

2.4. As stated above, Marshland Primary Academy is committed to equal opportunities and inclusion. This **Accessibility Plan** is not a standalone document but should be considered alongside the following academy policy documents:

- Special Educational Needs
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other academy planning documents and policies.

2.5. It will be the responsibility of the whole academy community to implement this scheme in a manner which promotes the inclusive ethos of our academy.

3. Current Good Practice which supports this duty

3.1. The academy is committed in providing the best care and provision for children with disabilities and we work closely with other agencies to adapt the environment to meet their needs. All staff working with a child with disabilities is provided with the relevant support and guidance to be able to support their needs.



3.2. Increasing the extent to which disabled pupils can participate in the academy curriculum

3.2.1. Marshland Primary Academy has a good working relationship with local settings and groups. Transition for children starting academy with a disability starts as soon as possible, in partnership with relevant professionals, and a plan will be agreed. Early identification for a child with SEND is crucial and the LA Early Years SEND team will support practitioners to identify and refer to appropriate services and agencies.

3.2.2. There are effective systems in place to identify SEND. Working with the Doncaster SEND team, outreach services, health professionals and the Educational Psychology Service, the SENCO and class teacher will ensure the EHCP is in place and additional resources and provision are available for the individual.

3.2.3. The academy also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4. The academy works closely with specialist services including:

- Speech and Language Therapists
- Portage Service
- Occupational Therapists
- Physiotherapists
- Outreach from specialist settings
- Educational Psychologists
- CAMHS
- GPs and paediatricians
- Community Nursing Team
- Social Care and Early Help
- Other advisory services and charities

3.2.5. The academy's governors, teachers and support staff have a wide range of qualifications, training, and experience of working with children with a varied range of needs including:

- Physical disability
- Specific medical conditions including asthma, eczema, ADHD, diabetes, epilepsy, allergies
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Social, emotional and mental health
- Emotional difficulties including attachment disorder or bereavement
- Sensory processing
- Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome, Cystic Fibrosis
- Physiotherapy

3.2.6. Facilities and support currently on offer at the academy include:

- Designated areas and support for 1:1 or small-group work



- Safeguarding team to access Early Help and other agencies, e.g. Young Carers
- SENCO
- Advice, assessment and support from Speech and Language Therapist
- 1Decision for PSHE taught across the academy
- Developing social skills through Lego therapy, friendship groups
- Access to Whitehouse outreach service – Steps to Success
- Range of literacy and maths interventions
- Staff deliver 1:1 personalised programmes linked to a child's EHCP focusing on fine and gross motor skills
- Support and guidance by safeguarding and welfare officer regarding support for the family through support groups and referral for other agencies
- Access to ALL extra-curricular activities and clubs, academy visits, residential and appropriate risk assessment
- Advice and support from the Community Nursing Team via academy referrals
- Paediatric First Aiders
- Transition arrangements, planning and support for SEND to secondary or special academy settings.

3.2.7. The academy celebrates diversity and its curriculum promotes tolerance, awareness, and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.3. Current Actions: improving access to the physical environment of the academy

3.3.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2. There are very few parts of the academy to which disabled pupils have limited access to and the academy will make minor adjustments to improve access and support the needs of its current community.

3.3.3. In addition, the environment is continually enhanced through the academy's building maintenance and redecoration programme.

3.4. Current Actions: Improving the delivery of information to persons with a disability

3.4.1. Academy staff are aware of the services available for converting written information into alternative formats.

3.4.2 Initial discussion with class teacher and coordinator to support pupil's specific needs.

3.4.3 Meeting with parents to ensure pupils are able to access all information.

3.4.4 SENCO will liaise with external agencies and or providers who could provide such resources, specialised assessments, or advice. SENCO to work with all academy-based staff to ensure pupils are not disadvantaged in any way through being unable to access any information.



4. Review and Implementation

4.1. The **Accessibility Plan** is reviewed annually by the Local Governing Body

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

4.3. The academy's current plan is available in Appendix 1.

**5. Appendix 1****Appendix 1**
Accessibility Plan 2024 - 2027

Priority	Action	Timeline	Monitoring and Cost	Impact
Appropriate use of specialised equipment to benefit individual pupils and staff. (3.2 and 3.3)	Consult with other professionals regarding specialised equipment for individual pupils to support learning and development. Audit current resources and identify which resources and equipment would support individuals.	Ongoing September 2024	£100 Senco	
Curriculum for disabled and SEN pupils is appropriate and meet their needs and relates to plans/EHCP in place. Improve delivery of information to pupils with a disability (3.2 and 3.4)	Ensuring educational visits are accessible for all - disabled taxis, wheelchair access / routes SEND yearly review by SLT. Through moderation cycle and lesson observations SEN evaluated. Annual reviews planned and completed. My support plans reviewed three times a year Termly review dates for APDRs Pre-key stage standards used for pupils working below their key stage in Reading, Writing and Maths. Additional resources used to support and scaffold learning.	Ongoing Ongoing Termly Termly Ongoing Review termly Ongoing	EVC Cost of SLT time SENCO SENCO SENCO SENCO SLT £200	



	Use support from other professionals/ agencies to support with evaluating, supporting and offering advice for provision.	Ongoing	SENCO	
Training for all staff on specific SEN, disabilities and medical needs to ensure pupils' needs are met educational, physically and personally.	EHCP, graduated response forms, medical, intimate care plans reviewed at beginning of term to assess needs.	Half-termly	SENCO	
Improving delivery of information to pupils with a disability	Training needs identified to support pupils with medical needs and specialised care plans.	Ongoing	SENCO	
(3.2 and 3.4)	Training planned and delivered by appropriate services, for example health, ASCETs, physiotherapists, etc.	Ongoing	SENCO	
	Whole academy training if necessary.	Ongoing	SENCO	
Information and site are accessible for all parent/carers (3.3)	Site is accessible for disabled parents. Regular checks to ensure access is available in classrooms and around the academy.	Ongoing	Site manager	
	Information boards around site are correct and signpost parents to appropriate places.	Ongoing	Site manager	
	Include special requirements for parent/carers in invites to the academy for open events, celebrations, parent evenings. For example, this could be disabled access for wheelchair and mobility scooters.	Ongoing	Site manager and SBM	
Ensure all pupils can access all educational	Ensuring educational visits are accessible for all - disabled taxis,	Ongoing	Teaching staff EVC	



<p>visits offsite, i.e swimming. (3.2)</p>	<p>wheelchair access/ routes. Additional risk assessments in place to ensure equality and visit is planned to ensure risks are accounted for.</p>	<p>As required</p>		
<p>Sensory provision developed to support SEND pupils. (3.2)</p>	<p>Support from special school settings outreach service in developing provision to meet the needs of the pupils. Pupil and parent voice collected for views of sensory provision and how this could be developed further.</p>	<p>Ongoing October 2022</p>	<p>£100 SENCO</p>	
<p>Well-being and mental health are promoted well in academy and effective support is offered for pupils, parent/carers and staff. (3.2 and 3.4)</p>	<p>Pupils Taught through 1Decision PSHE curriculum, Lego therapy and use of 1:1 sessions Staff Access to Venn wide counselling. Opportunity to talk to Phase Leaders. Wellbeing Walk-in weekly.</p>	<p>Ongoing Half-termly As required</p>	<p>Teaching staff SENCO Reviewed half-termly SLT</p>	