Marshland St James Primary and Nursery School
Accessibility Plan
September 2026-2029

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

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

Increase access to the curriculum for pupils with a disability	At MSJ we believe that all pupils are entitled to access the age appropriate curriculum and are committed to removing barriers to achieve this. All support staff have received training to maximize their impact across groups of children. Many have also received training within specialist interventions to support the development of core skills and provide effective intervention to meet the learning needs of children with special educational needs and disabilities.	**Ensure staff feel confident in meeting the needs of pupils with SEND (Training & CPD)** **Develop whole school approaches to curriculum delivery which benefit all children as well as those with SEND.** **Develop a model of specialist TAs, trained within specialist areas to cascade subject knowledge and intervention across key stages. This will aid the school in providing increased support for school SEND support pupils and those with emerging needs, beyond those with an EHCP.** **Improve the APDR writing process to**	All CPD now logged and audited on Smart Log. Training to be accessed and completed to support and our current and future cohorts: • First Aid/Pediatric First Aid • Diabetes • Epilepsy • Speech and Language • PSHE Service led. • Equality and diversity • Behavior curriculum • ShREC approach • PKC & reading reconsidered implementation – whole school focus on vocabulary instruction; • chunked lessons, routine/consistent delivery and expectations; use of working walls	Office Co HT/SENCo	July 2027	Staff feel confident in discussing and supporting difference and diversity. Staff are able to implement effective strategies to support Sp&L and literacy difficulties. Pupils with medical conditions are well supported so this is not a barrier to their education. All pupils broaden their vocabulary and this is evident in speech and in their written work. Increased numbers of school support children/emerging needs are supported by systematic intervention earlier. .

	We ensure all pupils are supported to access lessons across the curriculum (scaffolding), only providing separate curriculums in unique circumstances where pupils are due to transition to specialist provision. ● Our school offers a Scaffolded Curriculum for all pupils with elements of differentiation where needed.	**improve efficiency and therefore impact of these interventions on pupils' learning and achievement.**	to scaffold and support learning. ● Audit of TA training. . ● APDR training ● Provision of equipment (e.g. VI) to support PE lessons & Sports coaches			Evidence of TA deployment, IT equipment, scaffolding, visuals and questioning being used effectively during lesson observations and drop ins.

	● We use resources tailored to the needs of pupils who require support to access the curriculum ● Curriculum resources include examples of people with disabilities ● Curriculum progress is tracked for all pupils, including those with a disability ● The curriculum is reviewed to make sure it meets the needs of all pupils					
Improve and maintain access to the physical environment	Specific children have specific equipment and seating arrangements which have been implemented throughout the year/key stage as appropriate. We promote a clean, safe environment,	**To improve access for community/pupil wheelchair users.** **Improve signposting for potential trip hazards/ cables to reduce the risk of injury for all, but particularly individuals with VI.**	Demarcate 1 disabled parking bays.	Site Manager/ HT	Ongoing	Improved access around school for individuals using wheelchairs or who have visual impairments. Playtime space is varied and inclusive including for those who have difficulty with sensory overload or SEMH. Lunch times are staggered to make

						the best and safest use of available space.

	especially corridors and walkways. We consider the visual environment and its potential to cause sensory overload and its importance in being user friendly to deliver key messages and comms when planning display and redecoration. Our main entrance is wheelchair accessible and we also have wheel chair access to the playground A disabled toilet is wheel chair friendly and has wall bars, steps and equipment for independence.					

	We use symbols in signage throughout the school and for individuals to help mark boundaries. The environment is adapted to the needs of pupils as required. This includes: ● One level learning ● Door width ● Corridor width ● Disabled parking bay ● Disabled toilets and changing facilities ● Shelving containing books at wheelchair-accessible height					
Improve the delivery of information to pupils with a disability	Staff are aware of visual timetables and all make use of visual and written timetables	**To improve written communications to families to ensure it is accessed by all,**	All office comms to be written in a minimum point 11 font. Where possible, content is copied into the body of the email to aid	HT/SENCo/Admin	ONGOING	Shorter time frames to responses to written communications by all parents.

	to schedule the day in advance. Social stories and information sheets are often used to help prepare pupils for trips and visits in advance. We ensure a smooth transition occurs in Sept to new classes and begin this earlier in May/June for those pupils with learning or physical disability. Our school uses a range of communication methods to make sure information is accessible. This includes: ● Internal signage ● Large print resources as appropriate. ● Induction loops ● Pictorial or symbolic representations such as pecs, wigit	**particularly in regard to the:** - **Visual format** - **Complexity and length of language used** - **Availability of translation.** - **To improve staff subject knowledge of supporting pupils with a disability.**	viewing on smaller devices and sent in PDF format where possible. Liaison with external agencies to support key translations on all attendance letters to improve parental understanding and engagement with attendance procedures. Effective use of pastoral/office staff to provide assistance in sign up/ form completion/ school applications for any families unable to access written English confidently. Effective use of visuals to support specific nonverbal pupils			Improved school attendance of PP/ EAL/ SEND pupil groups. Improved staff subject knowledge and confidence in supporting pupils with EAL. Accelerated progress of pupils with EAL and those that are nonverbal.

	● IT equipment and various methods of recording including scribing ● Social stories ● Pre and post teaching					

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by the local governing board.

5. Links with other policies

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

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