



Shoreham Academy

The best in everyone™

Part of United Learning

Accessibility Plan

3-year period covered by the plan

Title	Accessibility Plan
Policy/Plan Owners	Tim Harkins / Mel Edwards
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Last Revised	January 2026
Next Review Date	January 2029

Prepared by
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Approved by
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Jim Coupe, Principal – December 2025

Reviewed by
Kay Haffenden, Chair of Governors - December 2025

The policy should be read in conjunction with the school's;

- SEND policy
- Supporting students with a medical needs policy
- Health and Safety policy
- Equality and diversity policy
- Behaviour Policy
- Safeguarding and child protection policy
- Administration of Medicines policy

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 equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination; therefore, our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

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](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

3. Action plan

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform actions of any subsequent plans.

The 3 areas considered in this plan are:

a) Improving Education and related activities - The school will continue to seek and follow the advice of appropriate specialists. The school's SENCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of students with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will support Universal Design for Learning (UDL) principles to ensure curriculum flexibility for all learners. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school - The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** -The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

4. The Purpose and direction of the Academy's plan: vision and values

The Academy is committed to reducing and eliminating barriers of access to the curriculum and facilities and so ensure the fullest participation reasonably possible for all students, staff and visitors with a disability.

The Academy has set the following priorities for the development of the vision and values that inform the plan:

- Improving access into the academy for users with disabilities.
- Improving the environment to assist users with disabilities in accessing facilities safely.
- Ensuring that the resources made available to students with disabilities (and staff) are relevant, practical and effective.
- Ensuring the Academy considers the extent to which students with disabilities can participate in the Academy's curriculum
- Ensuring the Academy considers the extent to which all students with disabilities can participate in the Academy's extra-curricular provision.
- Ensuring there is provision for those who are temporarily disabled with reduced mobility or similar enforced requirements.

5. Information from Student Data and Academy Physical and general accessibility Audits

Students who have eyesight disabilities

Resources are provided to enable all students to access the curriculum and extra-curricular events/activities, including electronic magnifiers, laptops, Chromebooks and Teaching Assistant support both in the classroom and in the preparation of personalised (e.g. magnified, correctly contrasted) resources. Activities accessed include trips abroad. The WSCC Sensory Support Team undertake regular audits, and the Academy complies with all practical recommendations.

Students who have hearing disabilities

All students have hearing aids where required. A hearing loop installation was part of the new building. Currently no training has been provided for this. This will become a priority if we have students in need of this equipment. The WSCC Sensory Support Team undertake regular audits, and the Academy complies with all practical recommendations

Students who are diagnosed with ADHD/BESD/ASC/PD.

Identified students may be allocated a keyworker where appropriate. In some circumstances there may be support in class. Personalised learning plans are developed and may include one to one

working within the Inclusion and Learning Support department where appropriate. Students may be supported with an appropriate reasonable adjustment. Students are not excluded solely based on behaviour related to their disability.

Students who have slight mobility issues (other than those with eyesight disabilities)

Students are granted access to the lifts and are given the option to leave classes early to allow more travel time and avoid the greater student numbers during normal class transition time. Where applicable, students may be escorted by another fully mobile student or a member of the Inclusion team.

All staff are made aware of the students with disabilities through the SEN register, which is posted on the shared staff Teams area, via Arbor MIS seating plans, and through communication from the ILS department via Student Information Sheets, individual learning plans, staff bulletins and memos. The Academy's Student Services Manager communicates to staff on any particular medical issue.

All parts of the Academy, designated, as safe areas to access, are accessible to all students and staff.

Parents who have disabilities

The academy is fully DDA compliant and all areas of the site can be accessed. The Academy car park is managed during large events to try to ensure that disabled parking spaces are only used by those who should be accessing them. The Academy where possible and practical will provide interpreters for deaf parents for the following reasons:

- Transfer/transition visits to prepare a child for the move to Shoreham Academy
- Parent / teacher meetings
- Any visits about a child's education

Parents who need this service should contact the Academy, giving at least two weeks' notice and stating if they would prefer a British sign language or an Irish sign language interpreter.

The Academy will also consider requests to provide school information in alternative methods to be more accessible if required.

The academy website will have tools inbuilt to improve access to the resources there including the ability to change the language.

The Academy has set the following priorities for the development of information and data to support the Academy's accessibility plan:

- DDA students are monitored within the SEN register with analysis of data to ensure that under achievement is tackled, and over achievement is recognised to allow dissemination of good practice.
- Reviewing annual accessibility audits from WSCC Sensory Support unit and undertaking practical recommendations to support visually impaired students.
- Complete physical access audit every 3 years and undertake improvements to the school site and buildings where identified and affordable.

6. Consultation on the Action Plan

Students with disabilities that fall outside of the experience of the Academy are consulted (along with parents) both before they join during the transition process and after they have had time to assess any support/modifications to the environment that have been undertaken. Any deficiencies identified which are reasonable for the Academy to respond to are then addressed.

Selected consulted individuals, groups, bodies.

- Parents of students with disabilities
- Students with disabilities
- Parents with disabilities
- Visitors with disabilities
- DDA legislation
- WSCC DDA guidance
- UL DDA Guidance
- Student Council
- Parent forums

A consultation is taken every time a student joins the Academy with a disability to ensure a personalised approach that will best enable that student to achieve. Mobility risk assessments are undertaken with students requiring them which include provision for systems to support emergency evacuations safely.

The Academy has set the following priorities in respect of consultation on the plan:

The main priorities in the Academy's plan

The Academy build and Shoreham Port multi-purpose hall are fully DDA compliant, granting access to all learning and circulation areas for users with disabilities. The main priorities are in ensuring individual student, staff and visitor needs are catered for.

Increasing the extent to which students with disabilities can participate in the Academy Curriculum

- ICT will continued to be used appropriately to both enhance and enable access to the curriculum. Appropriate deployment of learning support will continue, with needs assessed on a personal basis.
- Students with disabilities will be placed, when appropriate, in supportive mentor groups.
- Timetables will be written to best support the learning of students with disabilities, with targeted intervention where appropriate.
- Extracurricular activities, homework clubs and school trips will be accessible to all, subject to risk assessments.
- Continue to use and implement the accessibility features of Office 365 to support SEND students
- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students.

The Academy has set the following overall priorities for increasing curriculum access:

- Continue to provide appropriate resources, staffing and equipment (including IT).
- Continue to improve accessibility of the school site and buildings.
- Ensure that meetings are held in timely manner with students with disabilities and their parents and action plans created are implemented quickly. (Resources permitting)

7. Action Plan

Accessibility Action Plan 2025 – 2028			
Section 1: How does school deliver the curriculum? (Educational Provision)			
Accessibility outcome	Actions	Person Responsible	Timescale
Improve physical comfort and access to all rooms of the academy for DDA students.	Add height adjustable desks in spaces where they are required by students in wheelchairs.	Business Director /Premises Manager	For Jan 2026
	Ensure hoist in student changing room is enabled and working at all times	Premises Manager	Ongoing
Ensure students are able to access the differentiated curriculum resources they require.	Ensure staff and where possible students are trained to use MS accessibility tools, immersive reader and other dictation software to improve access to curriculum and other resources	Director of Inclusion/ Deputy Inclusion Coordinator/ ICT Systems Manager	Ongoing
	Train staff in use of AI to see where it can improve access to differentiated resources for SEND students	Deputy Inclusion Coordinator/ ICT Systems Manager	
Ensure that disabilities that are preventing access to or hindering learning are identified and plans put in place to support students	Transition meetings held for parents with disabilities to create action plan/ILP	Director of Inclusion	July each year
	Ensure that new disabilities and barriers to curriculum access are identified and necessary processes	Director of Inclusion	Ongoing

	implemented to support the student Ensure temporary disabilities and mobility issues are identified and support plans, risk assessments and PEEPs are in place	Business Director/Student Services Manager	Ongoing
Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)			
Accessibility outcome	Actions	Person Responsible	Timescale
To improve and update visual contrast markings in school and on school site to enable the visually impaired to navigate more safely.	Provide colour contrast strip adding to floor and gate entrance and handrails to Gateway Ramp into Large MUGA by bike shed needs visual contrast strip painting Small MUGA step by PE door needs yellow paint adding to add contrast Add silver manifestations, to inner door Planters in Amphitheatre need visual contrast strip Yellow Cap painting in car park on any traffic islands. Repaint markings for car park for bays, disabled spaces	Premises Manager	April 2026 May 2026 June 2026 April 2026 August 2026 August 2026 August 2027
To improve access for those in wheelchairs to all spaces of the academy.	Review solutions for A12 pod to improve access for step in classroom Possible tarmac ramp installation to improve	Business Director/Premises Manager	August 2027 August 2026

	<p>access to small MUGA from PE gate side.</p> <p>Ensure the school sensory garden is fully wheelchair accessible.</p> <p>Install SEND intervention spaces with DDA compliant access in sensory garden and amphitheatre</p>		<p>August 2027</p> <p>August 2027</p>
Section 3: How does school deliver materials in other formats? (Provision of Information)			
Accessibility outcome	Actions	Person Responsible	Timescale
Improve access to curriculum and exam materials for visually impaired students or those who require different colour overlay or similar solutions	<p>Continue to ensure that reprographics offers service to rescale and provide resources on different colours.</p> <p>Ensure that academy multi-function print devices can resize documents</p>	Business Director	Ongoing
Improve access to information and provision for resources in different languages/ colour contrasts for students and parents using MS Office technologies	Ensure ILS and key staff trained to use MS accessibility tools to improve access to resources in different languages	Director of Inclusion/Business Director	Ongoing

8. Making it happen

Management, coordination and implementation

Actions related to accessibility for individual students and staff are not delayed by paperwork planning. Assessments of need are made at an early stage and addressed, with funding sought where appropriate.

Implementation: This is the responsibility of the Director of Inclusion (support staff resources to disability) working with the Business Director (physical resources).

The Academy has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Continuing to maintain clear communication between the ILS department and the Business Director, the Premises Team and all relevant teaching and non-teaching staff to ensure that issues relating to accessibility are addressed in a timely and effective manner.
- Continuing to ensure funding is available to support the purchase of necessary resources to support students and staff with disabilities.
- Ensuring all students, staff and parents can access the Gateway classrooms
- Updating the Accessibility audit and reviewing any recommendations to improve the physical environment of the academy buildings and grounds to meet the needs of a range of students with disabilities currently on roll.
- Ensuring any new external intervention spaces being built are DDA compliant

Monitoring Implementation

- The accessibility plan will be monitored at least twice annually by Business Director, Premises manager and Director of Inclusion.
- The link SEND governor will provide oversight on these updates and report back to full LGB annually.

Getting hold of the Academy's plan

The Academy makes its accessibility plan available on the staff Teams area and the main body of the plan is on the school website.