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# SHOREHAM ACADEMY

## Accessibility Plan

3-year period covered by the plan

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## **Introduction**

The SEN Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing body has had three key duties towards children with disabilities, under Part 4 of the DDA:

- Not to treat students with disabilities less favourably for a reason related to their disability;
- To make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage;
- To increase access for education for students with disabilities.

This plan sets out the proposals of the Governing Body of the Academy to increase access to education for students with disabilities in the three areas required by the DDA:

- Increase the extent to which students with disabilities can participate in the Academy curriculum;
- Improve the environment of the Academy to increase the extent to which students with disabilities can take advantage of education and associated services;
- Improve the delivery to students with disabilities of information which is provided in writing for students who do not have disabilities.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice January 2015
- Equality Act 2010
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

## **Starting points**

This plan is supported by the following policies:

- Equality and Diversity policy
- Safeguarding and child protection policy
- SEND information Report
- SEND Policy
- Administration of Medicines policy

## **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

## **Information from Student Data and Academy Audit**

### **Students who have eyesight disabilities**

Resources are provided to enable all students to access the curriculum and extra curricula events/activities, including electronic magnifiers, laptops 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 design brief. 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 as suffering from ADHD/BESD/ASD/ASC/PD.**

Identified students are allocated a keyworker and where appropriate in class support is provided. Personalised learning plans are developed to include one to one working within the Inclusion and Learning Support department where appropriate. Students are subject to reasonable adjustments as appropriate. 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 network drive, via Mint class seating plan software, and through communication from the ILS department via Student Information Sheets, 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 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.

## **Views of those consulted during the development of the 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.

## **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

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.

## **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.
- Extra curricular activities, homework clubs and school trips will be accessible to all subject to risk assessments.
- Introducing Accessibility features of Office 365 to 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).

### **The Academy has set the following priorities for providing information for students with disabilities:**

- Ensuring that visually students with disabilities are informed verbally of relevant information and that information is provided in a readable format, or equipment is provided to enable students to read information (i.e. magnifiers).
- Reviewing annual accessibility audits from WSCC Sensory Support unit and undertaking practical recommendations to support visually impaired students.

### **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.

**Other policies and plans that link to the accessibility plan are:**

- Academy improvement plan;
- SEND policy and Annual SEND Information statement
- ICT Refresh strategy
- Health and Safety policies
- Equality and Diversity policy
- Safeguarding and Child Protection policy

**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 new 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.

**Getting hold of the Academy's plan**

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

**Appendices**

Redacted on website