



Document Detail	
<b>Version Statutory</b>	V25.1
<b>Reviewed By:</b>	RB
<b>Reviewing Committee:</b>	Full Governing Body
<b>Approved By:</b>	Full Governing Body
<b>Date of Approval:</b>	
<b>Review Date:</b>	Autumn 2025



# ACCESSIBILITY POLICY & PLAN

<b>Accessibility Plan</b>	
<b>Version History</b>	
V24.1	Updated action plan
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# ACCESSIBILITY POLICY/PLAN

Shorefields School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory or social needs.

## 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 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.

### **3. Monitoring arrangements**

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be reviewed by finance and premises committee/ senior leadership team and approved by the full governing board.

### **4.. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN)
- Supporting pupils with medical conditions policy

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>The school offers a bespoke curriculum for pupils with SLD, PMLD and ASD from 3-19. The curriculum is tailored to support development of life skills and preparation for adulthood.</p> <p>Communication aids are embedded throughout the school. We have a total communication approach. In addition to this the school is equipped with therapy aids to support the individual needs of pupils, such as hoists.</p> <p>Adapted play equipment for social communication activities.</p> <p>Wheelchair accessible vehicles to take pupils on educational visits.</p> <p>Resources are adapted for all pupils with visual impairments, as well as auditory tracking books with ongoing access to the Essex Specialist VI team.</p> <p>Adapted technology installed in a range of areas including independent living flat to enable the use of eye gaze equipment to control their environment.</p>	<p>To improve pupils' regulation to allow them to access the curriculum.</p> <p>To increase staff's knowledge of RSE through the revised RSE guidance.</p>	<p><b>Short Term</b></p> <p>Revised guidance reviewed by all teaching staff.</p>	<p>AHT/ Teaching Staff</p>	<p>By Spring 2025</p>	<p>Revised RSE guidance reviewed and policy statement being prepped ready for implementation next year,</p>
			<p><b>Medium Term</b></p> <p>Review progress against short term targets of implementation.</p> <p>Review impact of Sensory Trail on outside Gym.</p>	<p>SLT</p> <p>SLT</p>	<p>By Spring 2025</p> <p>By Autumn 2025</p>	<p>Revised RSE guidance reviewed and policy statement being prepped ready for implementation next year,</p> <p>Sensory trail used daily.</p>
			<p><b>Long Term</b></p> <p>The need to increase the capacity of the Sensory Integration spaces within school to help keep students regulated and engaged in learning.</p>	<p>DHT</p>	<p>By Spring 2025</p>	<p>Sensory Integration room to have been agreed with funding secured.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>All pupils EHCP progress is tracked termly and data is recorded. Every child has an annual review where the EHCP is amended as needed. Data is shared with the governing board termly on whole school EHCP progress.</p> <p>Targets are created during the annual review process and are based on the needs of the individual learner, SMART targets are set termly based on these.</p> <p>The curriculum is under constant review by hub leaders and SLT.</p>					
<p><b>Improve and maintain access to the physical environment</b></p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Elevators</li> </ul>	<p>begin to plan and a roll out of hoist improvements to prevent failures.</p>	<p><b>Short Term</b></p> <p>hoist servicing team to assess hoists and determine order of replacement with costing</p>	<p>SBM/ DHT</p>	<p>Ongoing</p>	<p>New hoist systems installed in all PMLD and specialist provision spaces.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>ILS and Cookery room have adapted areas to support wheelchair users.</p> <p>Hoists available throughout classrooms and in specialist areas.</p> <p>Hydrotherapy pool</p> <p>Sensory Integration Room</p> <p>Adapted Play equipment</p> <p>Corridor and door width</p> <p>Disabled parking bays</p> <p>Disabled toilets and changing facilities</p>	<p>New Build to increase pupil capacity.</p>	<p><b>Medium Term</b></p> <p>Work with external companies to ensure building suitability for new build.</p>	<p>HT/ DHT/ SBM</p>	<p>Spring 2026</p>	<p>New building with x 2 new classes to increase capacity within school.</p>
			<p><b>Longer Term</b></p> <p>To implement new play equipment, following removal of old playground equipment which has been removed due to new build location.</p>	<p>SBM/ DHT/ HT</p>	<p>Summer 2026</p>	<p>New inclusive play equipment to support the students development.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Improve the delivery of information to SEND pupils</b></p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Pictorial or symbolic representations</li> <li>Makaton</li> <li>Transition Boards</li> <li>Visual Schedules</li> <li>Sound Buttons</li> <li>On Body Signing</li> <li>AAC</li> <li>Subtitles</li> <li>VI Library resources</li> <li>Coreboards</li> <li>Objects of Reference</li> <li>Coreboards on playground to support development with play.</li> <li>Visual dinner menu</li> </ul>	<p>To increase the use of PODD with particular identified students.</p> <p>To continue to increase the use of core boards for bespoke situations.</p>	<p><b>Short Term</b></p> <p>Audit of pupils who may be appropriate for PODD and to trial experiences with them.</p> <p>To make core boards for whole school events and school council meetings to support pupils communication.</p> <p>New Communication TA's appointed.</p>	<p>Communication Lead and Communication TA's</p>	<p>Autumn 2025</p>	<p>Identified pupils will be using PODDs at home and school to communicate.</p>
			<p><b>Medium Term</b></p> <p>PODDs developed and trained class staff.</p>	<p>Communication Lead and Communication TA's</p>	<p>Autumn 2025</p>	<p>Pupils will be able to communicate using core boards in a range of whole school events and situations.</p>
			<p><b>Long Term</b></p> <p>Delivery of parent training and PODDs to travel with pupil between home and school.</p>	<p>Communication Lead and Communication TA's</p>	<p>Summer 2026</p>	<p>Pupils will be able to communicate using core boards in a range of whole school events and situations.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Improve the accessibility of school liaison of parents with additional needs.</b></p>	<p>An admissions meeting is held between the school and family and any parental needs are identified within this meeting.</p> <p>Discussions about support needs for the pupil and family are talked through during the meeting.</p> <p>Home School Support Team communicate in an appropriate way with the parent i.e. spoken, written, text (school mobile), in the home,</p> <p>School communication adapted to support the families individual circumstances.</p> <p>Where social anxiety, or isolation is identified within parents of SEND the home school support team will attend meetings.</p>	<p>To provide more events and workshops to support families in a way which they feel comfortable attending.</p>	<p><b>Short Term</b></p> <p>Continue to support families with monthly coffee mornings at Harwich and Clacton.</p>	<p>HSS</p>	<p>Autumn 2025</p>	<p>Parent social event i.e. festive meal has been booked during school day.</p>
			<p><b>Medium Term</b></p> <p>Reintroduce monthly workshops to support families with a wide range of needs.</p>	<p>HSS/ DHT</p>	<p>Autumn 2025</p>	<p>Workshops have restarted and been attended.</p>
			<p><b>Longer Term</b></p> <p>To review attendance, feedback and impact</p>	<p>HSS</p>	<p>Summer 2026</p>	<p>Increased attendance by parents who previously shown limited or non-attendance due to additional needs.</p>