



Document Detail	
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ACCESSIBILITY POLICY & PLAN

Accessibility Policy & Plan V26.1

Accessibility Plan	
Version History	
V24.1	Updated action plan
V25.1	Updated action plan

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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.

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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
Increase access to the curriculum for pupils with a disability	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. 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. Adapted play equipment for social communication activities. Wheelchair accessible vehicles to take pupils on educational visits. Resources are adapted for all pupils with visual impairments, as well as auditory tracking books with ongoing access to the Essex Specialist VI team.	To improve outside garden play areas, making them inclusive and supportive for pupil's regulation needs.	Short Term Review current small outside garden provision. Strand Leader to visit alternative SLD schools to view outdoor learning zones.	SLT/ Teaching Staff	By Spring 2027	Review outside garden provision. Strand Leader visit to similar SLD school.
			Medium Term Begin to implement changes to outside garden provision.	SLT	By Spring 2027	Outside garden provision shows emerging signs of higher engagement.
			Long Term Learning rich outside small play areas implemented.	SLT	By Summer 2027	Outside provision encourage continuous provision and learning through play.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Adapted technology installed in a range of areas including independent living flat to enable the use of eye gaze equipment to control their environment. 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. 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. The curriculum is under constant review by strand leaders and SLT.					

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Ramps Elevators ILS and Cookery room have adapted areas to support wheelchair users. Hoists available throughout classrooms and in specialist areas. Hydrotherapy pool Sensory Integration Room Adapted Play equipment Corridor and door width Disabled parking bays Disabled toilets and changing facilities Shoreside Lodge provides specialist facilities for SLD	Complete hoist replacement for PMLD learners to prevent hoist failure. Reduce the risk of frequent pupil activated fire alarms through an upgraded fire alarm system. Increase safeguarding provisions by installing/ upgrading the schools CCTV.	Short Term Hoist surviving team to provide quotes for final hoist replacements.	SBM/ DHT	Ongoing	New hoist systems installed in all PMLD and specialist provision spaces. Tender process for replacement to be completed. Quotations for budget planning to enabled enhanced Safeguarding.
			ECC Fire System Upgrade approval and tender process started.	DHT/ HT/ ECC	Ongoing	
			IT Company to provide quotes for CCTV replacement.	SBM/ DHT	Ongoing	
			Medium Term Work with external companies to ensure building suitability for hoist replacement, fire system and CCTV in line with budget allocations.	HT/ DHT/ SBM	Spring 2027	Ongoing hoist replacement and CCTV planned for upgrades during financial year 2027-2028.

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	learners, opened Jan 2026.		Longer Term New fire alarm system. Upgraded Safeguarding CCTV system. Upgraded hoist system complete.	SBM/ DHT/ HT	Summer 2027	Upgraded facilities to meet statutory compliance.
Improve the delivery of information to SEND pupils	Our school uses a range of communication methods to make sure information is accessible. This includes: Internal signage Large print resources Pictorial or symbolic representations Makaton Transition Boards Visual Schedules Sound Buttons On Body Signing	To increase the use of PODD with particular identified students. To continue to increase the use of core boards for bespoke situations.	Short Term To further develop the communication and sensory offer across the school. New Communication and Sensory Integration Lead appointed and transitioning into post.	Com & Sensory Lead	Autumn 2026	New communication and sensory lead will begin to transition into role.
			Medium Term New Communication and Sensory Lead full embedded in role.	Lead	Spring 2027	Pupils will benefit from both communication and sensory support.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	AAC Subtitles VI Library resources Coreboards Objects of Reference Coreboards on playground to support development with play. Visual dinner menu		Long Term Delivery of parent workshops for both communication and sensory approaches.	Communication Lead and Communication TA's	Summer 2027	Delivery of both communication and sensory workshops.
Improve the accessibility of school liaison of parents with additional needs.	An admissions meeting is held between the school and family and any parental needs are identified within this meeting. Discussions about support needs for the pupil and family are talked through during the meeting. Home School Support Team communicate in an appropriate way with the parent i.e. spoken, written, text (school mobile), in the home,	To provide more events and workshops to support families in a way which they feel comfortable attending.	Short Term To review and adapt workshops and coffee mornings for families at outreach locations.	HSS	Autumn 2026	Parent social events and workshops will be held at outreach locations including Clacton, Harwich and Colchester.
			Medium Term Introduce parent workshops to outreach locations including Harwich in year 1.	HSS/ DHT	Autumn 2026	Termly workshop opportunities to our Harwich families.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	School communication adapted to support the families individual circumstances. Where social anxiety, or isolation is identified within parents of SEND the home school support team will attend meetings.		Longer Term To review attendance, feedback and impact across all workshops and coffee mornings.	HSS	Summer 2027	Increased attendance by parents who previously shown limited or non-attendance due to additional needs.