

South Shore Academy

Accessibility Plan



Approved by:	N Kay
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Contents

1. Vision
- 2 Aims
3. Legislation and guidance.
4. Action plan.
5. Monitoring arrangements.
6. Links with other policies.

Vision

Through appreciating and promoting the school values of dignity, hope, community, wisdom, humility and kindness, all members of South Shore are encouraged to be aspirational.

We aim to positively impact each other and society so that we contribute to a world where we can be dedicated to one another with love and help others before ourselves.

South Shore Academy is a community where pupils and staff work together, committed to principles of mutual respect and support. We strive to incorporate these values into daily life, fostering an environment that promotes the spiritual, moral, cultural, intellectual, and physical development of our pupils. Our goal is to grow together as a caring and supportive community, preparing students for the opportunities, responsibilities, and experiences of their adult lives.

South Shore Academy is dedicated to ensuring that our pupils master the knowledge, understanding, and skills to be academically successful. We believe that true success involves developing self-discipline and the autonomy to make positive choices. We also want our pupils to understand their role in fostering a sense of common purpose within our school community and beyond. "The South Shore Way – Our DNA" provides a framework to ensure our key drivers and core values (Ambition, Purpose & Achievement) are embedded within our daily practice.

South Shore is an Academy where pupils and staff work together in the knowledge and love of God. We seek to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, growing together as a caring and supportive community whilst preparing them for the opportunities, responsibilities and experiences of their adult lives.

We aim to achieve our mission by providing an environment which:

- recognises that each member of the school community is an individual with specific needs
- fosters mutual respect and concern for others
- values the contribution made by each member of the school community
- encourages and celebrates positive achievement
- actively supports those in need.

Aims

We are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Statement of intent

This plan outlines the proposals of the governing body of South Shore Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace. The plan will be resourced, implemented, reviewed and revised in consultation with the:
 - Parents of pupils
 - Employees
 - Governors
 - External partners

This policy should be read in conjunction with the Equalities Policy. As an academy, we already work hard to improve the inclusion of all pupils, including those with disabilities, as evidenced below:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- A weekly meeting between SENDCo and teaching assistants will ensure smooth information flow regarding all pupils with SEND, including disabled pupils.

- Training in inclusion strategies through Teaching & Learning INSET/CPD
- Regular CPD sessions cover pupils with specific learning barriers, e.g. Aspergers, Hearing Impaired and Autistic spectrum disorders.
- Staff and governors are aware of their responsibilities and requirements under the new legislation.
- SEND advice is given, via Classcharts/SIMs, on classroom layout for pupils with disability. For example, hearing-impaired pupils should be near the front at the appropriate side of the room; staff should avoid speaking with their backs turned towards them when writing on the board.
- Advice and guidance for all pupils with SEND is located in SIMs. It offers clear, regularly updated guidance to staff on how to get the best from the pupils.
- Lessons are for all to achieve. Work is differentiated as necessary.
- Access is enhanced and provided by the effective deployment of Academic mentors.

Improving the physical environment of the school

- We cater to disabilities in our transport arrangements, including sports / PE coaches /school minibus bookings.
- We re-room classes to ensure disabled pupils have full access to their timetable wherever possible, including a specialist SEND area.
- We support students with mobility difficulties by special arrangements e.g. being allowed to leave lessons 2 minutes early.
- We suggest alternative activities for disabled pupils who cannot engage in particular activities.
- We provide ICT facilities for SEND pupils, including disabled pupils, which reflect and support our current population and are regularly reviewed and upgraded in light of changed circumstances or new intakes.
- Academy visits take into account students with disabilities. Visits are planned for in advance; an assessment is undertaken of accessibility as necessary.
- We ensure staff have the necessary training to teach and support students with disabilities as necessary and regularly assess training requirements for new staff or with regard to new needs.
- We plan lessons responsive to pupil diversity. Projects and lessons that educate the whole community about disability, e.g. PSHE morning meetings and employment of the diversity group/peer mentors, are used.
- We annually review our emergency evacuation policy to ensure that physically disabled or immobile individuals are fully considered.

- We will give due consideration to any new build / major upgrade to incorporate full access arrangements for disabled people, including suitable furniture (adjustable) and fittings (e.g., non-slip flooring).

Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled:

- We provide information in large print for students who may have difficulty with standard forms of printed information.
- We ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms, and special requirements will be met wherever practicable.

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.

Consulting Stakeholders

South Shore Academy is committed to involving disabled pupils, parents, staff, and governors in the development and review of this accessibility plan.

We will:

- Consult with parents of pupils with disabilities through termly SEND review meetings and annual parent surveys
- Seek feedback from pupils with disabilities through pupil voice activities (e.g., School Council, SEND focus groups)
- Consult with staff with disabilities through staff wellbeing surveys and individual discussions
- Involve the SEND Governor in reviewing and monitoring the plan

Feedback from stakeholders will inform our action plans and help us identify priorities for improving accessibility.

Action plan^T

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Planning Duty 1 – Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access.

Issue	What	Who	When	Outcome	Review
Specialist advice and support	Provide specific resources and strategies for pupils with additional needs to support their access to the curriculum e.g. occupational therapy, hearing impairment services, visual impairment services, and Child & Adult Mental Health services as necessary.	SENDCo	On-going	Academy access specialist advice and support as appropriate to individual needs	June 2027
Improve and maintain access to the physical environment	Implement Integrated Learning Packages across KS3 to boost literacy and reading standards for identified pupils.	Head of Subject SENDCo	On-going		June 2027
Medical conditions	Ensure care plans are in place	SENDCo and FSW	On-going	Care plans in place	June 2027
Medical conditions	Ensure correct procedures for storage and administration of medicines are in place	FSW Nurse	On-going	Medicines stored securely	June 2027
Medical conditions	Ensure key staff are trained in first aid, epipen, asthma, epilepsy and other conditions as necessary	Nurse	On-going	Staff are knowledgeable in conducting duties	June 2027

Access arrangements for exams	Ensure all eligible pupils have appropriate access arrangements (e.g., extra time, reader, scribe) in place for internal and external assessments	SENCo	On-going	All eligible pupils can access assessments fairly	June 2027
Assistive technology	Provide assistive technology (e.g., laptops, reading pens, voice-to-text software) for pupils with disabilities who need it	SENCo / IT Lead	On-going	Pupils with disabilities can access the curriculum using appropriate technology	June 2027
Curriculum materials in accessible formats	Ensure curriculum materials (worksheets, textbooks, homework) are available in accessible formats (e.g., large print, audio, digital) for pupils who need them	Heads of Department / SENCo	On-going	All pupils can access curriculum materials in a format that meets their needs	June 2027
Staff training on differentiation	Provide regular CPD for all staff on effective differentiation strategies for pupils with disabilities	Assistant Headteacher for Inclusion & SEND	Termly	All staff are confident in differentiating for pupils with disabilities	June 2027
Extracurricular activities	Ensure all extracurricular activities (clubs, trips, sports) are accessible to pupils with disabilities, with reasonable adjustments made where needed	Trip leaders / Activity coordinators	On-going	All pupils can participate in extracurricular activities	June 2027

Planning Duty 2 – Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access.

Issue	What	Who	When	Outcome	Review
Disabled parking spaces	When planning new car parking, consider creating designated Disabled Parking spaces	Trust Business lead	On-going	More parking available	June 2027
Ramp access	Consider the access to any new building – does it have wheelchair/ramp access	Trust Business lead	On-going	Better access for disabled pupils	June 2027
Rooming	Consider the location of mixed curriculum areas to allow where possible, all subjects to be accessible on the ground floor.	Deputy Head - Curriculum	On-going	Access to all curriculum areas	June 2027
Elevator	Consider a system to allow effective use of the elevator of pupils who are independent.	Trust Business lead SENDSCO	On-going	Access to all curriculum areas	June 2027

Planning Duty 3 – Governing bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access.

Issue	What	Who	When	Outcome	Review
Attitudes to difference, equal opportunities and discrimination	Promote positive values through our PSHE programme to ensure a positive attitude to equal opportunities	AHT – PSHE	On-going	Pupil voice feedback reflects the impact of equal opportunities in education.	June 2027
Signage for visually impaired	Increased signage and colour coding, including pictures where necessary	Trust Business lead	On-going	Pupils and staff are clear regarding signage	June 2027
Written information	Improve the delivery of written information, e.g. timetables, textbooks and information about the academy and school events in various preferred formats within a reasonable timeframe.	Admin manager	On-going	People with disabilities get written information in their preferred format.	June 2027
Fire Evacuation	Where fire systems are renewed, to consider the installation of flashing lights to complement fire alarms. For pupils with mobility issues, consider how they are evacuated safely in the event of a fire and produce Personal Emergency Evacuation Plans (PEEPs) where appropriate	Trust Business lead	On-going	Hearing-impaired students can see the fire alarm. Pupils with identified mobility issues have Personal Emergency Evacuation Plans in place	June 2027

Website accessibility	Ensure the school website meets accessibility standards (e.g., WCAG 2.1 AA) so it's accessible to people with visual impairments, hearing impairments, and other disabilities	IT Lead / Website Manager	By December 2026	School website is fully accessible	June 2027
Parent communication	Ensure all parent communication (letters, emails, texts) can be provided in accessible formats (e.g., large print, audio, translated) on request	Admin Manager / SENCo	On-going	Parents with disabilities can access school communications	June 2027
Accessible school documents	Ensure key school documents (policies, handbooks, newsletters) are available in accessible formats (e.g., large print, audio, easy-read) on request	Admin Manager / SENCo	On-going	All stakeholders can access school documents	June 2027

Monitoring arrangements

This document will be reviewed **annually** to ensure it remains responsive to the changing needs of our pupils and school community. However, it must be reviewed **at least every 3 years** in line with statutory requirements.

It will be reviewed by the **Assistant Headteacher for Inclusion & SEND (Miss K Lewis) and the SENCo (Mrs E Seal)**.

It will be approved by **the Headteacher (Mr N Kay) and the Governing Body**.

Next review: September 2027

Links with other policies

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

- SEND policy