

ACCESSIBILITY PLAN
SEPTEMBER 2026

Person Responsible	Headteacher, Health and Safety Manager and the SENCO
Adopted	September 2026
Next Review Date	September 2027

Introduction

The Equality Act 2010 requires that schools promote equality for disabled students and staff. The Academy is committed to improving access for disabled students in order to prevent discrimination.

The Academy is an inclusive school and is proactive in thinking ahead to anticipate the barriers that disabled students may face and takes active steps to minimise them so that the student is fully included in all aspects of school life.

The Interim Executive Board of the school is responsible for the implementation of the plan. They will ensure, through the Headteacher and Senior Leadership Team, that all staff are aware of how these duties should be implemented in their specific areas of responsibility.

If a parent/carer thinks that their child has been discriminated against, they have a right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal (SENDIST). If the tribunal finds that a school has discriminated unlawfully against a disabled student it can order any remedy that it sees fit, except financial compensation.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal day to day activities.

- A physical or mental impairment includes sensory impairments, impairments relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis
- Long term means an impairment that has lasted at least 12 months or is expected to last at least 12 months

Aims

The plan will:

- be embedded in a culture of high expectations for all
- be guided by the Inclusion and Special Educational Needs and Disability Policy into Practice document
- respond to the views of students and parents/carers
- demonstrate a commitment to developing access to the school for all students
- show commitment to the effective and sustainable use of resources
- be clear about how it will be evaluated.

Monitoring and Evaluating

The implementation of the plan is the responsibility of the Headteacher and Governing Board. It will be reviewed annually and revised every three years. In the process of its review, it will take into consideration the views of disabled students, their parents/carers and care providers in the community.

1. Adequately resourced
2. Implemented
3. Reviewed annually
4. Revised as necessary
5. Renewed every three years
6. Available to parent/guardian

Improving Access for Disabled Students

This plan addressed the three strands of the statutory requirements:

Increasing the extent to which disabled students can participate in the curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. Staff are expected to work alongside the inclusion team in identifying barriers and minimising barriers, as far as possible, which may reduce access to the curriculum for some students. All students, regardless of their disability, should be set challenging targets which are regularly monitored and updated.

Improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided. This covers improvements to the physical environment of the school and physical aids to access education.

Improving the availability of accessible information to those with disabilities. This will include planning to make written information that is normally provided by the school to its students available to disabled students. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable time frame.

Procedure

To identify barriers to access by disabled students a needs analysis checklist has been completed – Annex 1.

From the findings of this checklist an Action Plan has been written to identify necessary action to make the adjustments necessary – Annex 2.

This action plan will form part of the whole school development plan agenda. Progress will be reviewed annually and this accessibility plan adjusted accordingly.

Annex 1

Identifying Barriers to Access: Checklist

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?		✓
Are your classrooms optimally organised for disabled students?		✓
Do lessons provide opportunities for all students to achieve?	✓	
Are lessons responsive to student diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all students encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled students for example using lip reading?	✓	
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	✓	
Are there high expectations of students?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

Question 2: Is your school designed to meet the needs of all students?

Question	Yes	No
Does the size and layout of areas including all academic, sporting, play, social facilities; classrooms, the assembly hall, restaurant, library, sport's hall, outdoor sporting facilities and playgrounds allow access for all students?	☐	✓
Can students who use wheelchairs move around the schools without experiencing barriers to access such as those caused by doorways, steps, toilet facilities and showers?	☐	✓
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	☐	✓
Are emergency and evacuation systems set up to inform all students, including students with SEN and disability; including alarms with both visual and auditory components?	☐	✓
Are non- visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓	☐
Could any of the décor or signage be considered to be confusing or disoriented for disabled students with visual impairment, autism or epilepsy?	☐	✓
Are areas to which students should have access well lit?	✓	☐
Are steps made to reduce background noise for hearing impaired students such as considering a rooms acoustics, noisy equipment?	✓	☐
Is furniture and equipment selected, adjusted and located appropriately?	✓	☐

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficultly with standard forms of printed information?	☐	✓
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	☐
Do you have the facilities such as ICT to produce written information in different formats?	✓	☐
Do you ensure that staff are familiar with technology and practices developed to assist people with disability?	✓	☐

Annex 2

Shire Oak Academy
Accessibility Action Plan

Issue	Current Provision and Effectiveness	Improvement Strategy	Action By	Time Scale (Start-End)	Success Criteria	Resources		Review Date - By
						Human, PD, Physical	Cost	
Access to the Curriculum: Delivery	Analysis of the checklist shows that the curriculum has been constructed to provide good access for disabled students. It is adjusted according to need	Increase and maintain long-term curriculum planning aimed at reducing barriers to learning. Continue to develop staff expertise in delivering the curriculum to learners with specific needs. Based on the current cohort.	HXM/ JXK IAK	Ongoing	Enhanced awareness by staff of barriers to learning and ways of differentiating the curriculum	Time Staff training Purchase of resources where appropriate	-	June 2027
Access to the Curriculum: Providing materials in various formats and enhancing our digital tools	This is addressed as needs are identified	To continue to develop links with primary schools to identify needs prior to transition. To further develop the range of physical resources available to enhance access.	IAK HXM/ IAK/JXK	Ongoing Ongoing	Consistency of support through transition and support enhanced where appropriate Enhanced access to curriculum	Purchase of resources where appropriate Staff training in identifying need Utilise digital tools	-	

Access to wider curriculum Site Signage	All students are given access to the full range of extracurricular activities. Signage in place around the site	To audit participation in extra-curricular activities and identify any barriers. To continue to develop expertise in supporting students with disabilities including those with mental health difficulties to enable further planning of adjustments. Signage needs to be audited for accessibility Budget for changes	CZC SLL	Ongoing	To develop a greater awareness of barriers to participation in extra-curricular activities. Enhanced awareness by staff of barriers to learning and ways of differentiating activities including purchasing of resources as needed.	Time Staff training Purchase of resources where appropriate	-	