



School Accessibility Plan 2025-27

Updated January 2025

At Shiphay Learning Academy we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan should be read in conjunction with other school policies and procedures.

1. Schools' Planning Duty

- 1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:
 - To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the School or may wish to; and
 - To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.
- 1.2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
- 1.3. This **Accessibility Plan** forms part of the School's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its School community who have a disability. The duty is to anticipate and plan for their future needs.
- 1.4. In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the School curriculum;
- improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. It is a requirement that the School's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6. The plan is to be reviewed and updated at least every three years.

2. Schools' Aims

2.1. At Shiphay Learning Academy we are committed to establishing equality for all pupils, their parents, staff and other users of the School. This is reflected in our School aims, which state that **Shiphay Learning Academy aims:**

- **to provide a safe, secure, stimulating and supportive atmosphere where each child is valued**
- **to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally**
- **to secure an inclusive learning environment and to support individual pupils**
 - i) **with special educational needs**
 - ii) **and / or disabilities**

2.2. In drawing up this **Accessibility Plan** the School set the following priorities:

- To provide safe access throughout the School for all School users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the School experience as fully as possible

2.3. In addition, parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, Shiphay Learning Academy is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following School policy documents:

- Disability Equality Scheme

- Special Educational Needs
- Equal Opportunities
- Shiphay Learning Academy's Special Educational Needs & Disabilities (SEND) Local Offer
- Shiphay Learning Academy's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other School planning documents and policies.

- 2.5. It will be the responsibility of the whole School community to implement this scheme in a manner which promotes the inclusive ethos of our School.

3. Current Activities: Increasing the extent to which disabled pupils can participate in the School curriculum

- 3.1 Shiphay has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at School. This may include multi-agency meetings with parents and all professionals involved in supporting the child.
- 3.2 The School SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Torbay SEN team, outreach services, health professionals and Educational Psychology Advisory Team, the SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.
- 3.3 The School's Inclusion Team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.
- 3.4 The School works closely with specialist services including:
- Advisory Teacher for Hearing Impaired
 - Portage Workers
 - Early Years Advisory Teacher
 - Advisory Teacher for Visual Impairment (WESC)
 - Occupational Therapists
 - Physiotherapists
 - Speech and Language Therapists
 - Mayfield Special School Outreach
 - Mayfield Chestnut Outreach

- Educational Psychology Advisory Team
- Torbay SEND Team Advisory Teacher
- CAMHS
- Mental Health Support Team
- GPs and paediatricians
- Bladder and Bowel Nurse
- School Nurse Team
- Families in Grief
- Young Carers
- Other advisory services and charities

3.5 The School's governors, teachers, teaching assistants and Lunchtime Leaders have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Visual impairment
- Specific medical conditions including asthma, eczema, ADHD, diabetes, epilepsy, cerebral palsy
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders, e.g. foetal alcohol syndrome
- Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
- Trauma based needs

3.6 Facilities and support currently on offer at the School include:

- Trauma informed practice across the whole school, including Trauma Informed Lead Practitioners
- Designated areas and support for 1:1 or small-group work
- Inclusion Lead to access Early Help and other agencies, e.g. Young Carers
- Family Support Worker and pastoral team
- Designated Mental Health Lead
- SENDCO
- Advice, assessment and support from Speech and Language Therapist
- Speech & Language teaching assistant for S&L intervention, inc. social communication
- Access to Educational Psychologist
- Makaton sign language

- Access to Mayfield Outreach, Chestnut Outreach, WESC Outreach and Hearing Support Team
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Toe by Toe
- Fine and gross motor skills interventions
- Access to Oldway School's fully accessible swimming pool with hoist and changing facilities and 'Top Up' swimming sessions
- Access to ALL extra-curricular activities and clubs, art enrichment groups, School visits, residential and peripatetic instrumental tuition and appropriate risk assessment
- Advice and support from School Nurse Team
- First Aiders (including Paediatric First Aiders)
- Life Skills
- Outdoor learning
- Use of diagnostic assessments to explore barriers to learning (see Local Offer)
- Transition arrangements, planning and support

3.7 The School celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.8 **Current Actions: improving access to the physical environment of the School**

3.8.1 This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.8.2 Following major improvements to the building and the use of the schools delegated capital funding to make minor adjustments to improve access and support the needs of its current community, there are very few parts of the School where access for disabled pupils would be a challenge.

3.8.3 Building on the success of the fully accessible Nurture Room in Lower School, similar provision has been developed in middle and upper school. This provision is designed so that it can be used flexibly by a number of pupils and adapted to meet the different needs of pupils who need provision outside the classroom.

3.8.4 A review of accessibility and support for partially sighted pupils has been undertaken with the support of the LA Team. This showed that overall provision was good. Suggested actions have all been implemented.

3.8.5 The environment is continually enhanced and reviewed through the School's building maintenance and redecoration programme.

3.9 **Current Actions: Improving the delivery of information to persons with a disability**

- 3.9.1 School staff are aware of the services available for converting written information into alternative formats.
- 3.9.2 Communication methods for parents and pupils are quality checked and adapted where necessary for accessibility.
- 3.9.3 The majority of communication from school is shared electronically with families; this enables individuals to enlarge text as required.

4. Review and Implementation

- 4.1. The **Accessibility Plan** is reviewed annually by the Local Governing Body. In addition, it will be reviewed three yearly by the Disability Equality Scheme Working Party following consultation with the larger School community, parents and School Council.
- 4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.
- 4.3. To allow the School to track progress and demonstrate how it is actively fulfilling its duty, a copy of the School's previous plans are attached in the Appendix.
- 4.4. The actions have been shaded as follows:
 - GREY for actions that are complete
 - ORANGE for actions that are to be carried over to the next action plan
 - GREEN for actions that are complete but require ongoing activity
- 4.5. Information on how to view this plan is included in the School Prospectus and on the School's website.

Appendix 1 Accessibility Plan 2025

Access to the Curriculum					
Priority	Lead People	Strategy / Action	Cost/Resources	Timeframe	Success Criteria
Ensure that the school is able to accommodate the needs of pupils with additional needs and disabilities.	HT/ LSB/Admissions	The Admissions team provide relevant information to the HT regarding pupils with additional needs and this is acted upon.	time and cost of any adaptations/ staffing needed.	At point of admissions	Effective communication between SENCO, admin staff and teachers regarding information about new admissions to the school. Staff are able to provide the necessary support to students with SEN.
Develop inclusive, quality first teaching	All teaching staff	Information for teachers on adapting and personalising the curriculum for pupils with additional needs with a clear balance of independent, group and co-operative learning opportunities.	Inset	Termly monitoring	Increased access to the curriculum. Lesson observations show that all children are fully engaged in their learning and make progress within lessons. Needs of all learners met within reasonable adjustments.
Develop as a trauma informed school, with ongoing training and Lead Practitioners					
Develop as an Attachment friendly School	SENDCo	7 day Attachment training attended by several teachers and TAs throughout school. Inset for all staff on Attachment theory and Thrive approach.	HLTA cover for teachers to attend training	In place and ongoing	Increased awareness and understanding of attachment theory. More staff trained as Attachment Leads. Inclusion monitoring demonstrates that classroom practice is adapted to meet the needs of children with attachment difficulties.
Continue to develop as an Autism friendly school	SENDCo	Staff to access training supported by the AET.	Training costs	Throughout 2024-2025	Increased awareness and understanding of Autism through high quality training. Inclusion monitoring demonstrates that classroom practice is adapted to meet the needs of children with Autistic Spectrum Condition.
Appropriate use of specialised equipment to benefit individual pupils & staff	SENDCo	Reasonable Adjustments in the Classroom Checklist shared with all staff (attached as Appendix 2). Commit to provide appropriate resources to meet pupil need, eg sloping writing	Specialist equipment	In place & ongoing	Increased access to the Curriculum Needs of all learners met.

		board, wobbly cushion, ear defenders Staff to be familiar with EHCPs and any specialist equipment required.			
Provide specialist play equipment	SENDCo / Class Teachers	Enable pupils with additional needs to enjoy play which would usually be inaccessible to them.	Specialist equipment	In place and ongoing.	Pupils with additional needs have active, inclusive playtimes – 'wet play' and outside play - with peers.
Ensure all pupils have access to physical activities through providing support and a wider range of resources.	SENDCo/ Sports Champion	Teachers to be aware of pupils with additional needs in their class and seek support to make reasonable adjustments.	Specialist equipment/ additional adult support in lessons	In place and ongoing.	All children to take part in PE lessons. Children requiring additional help to access PE will be supported.
To ensure that all school visits and events in school are accessible to all children.	EVC and SENDCO	Risk assessments are completed and reasonable adaptations are made to enable all children to take part.	Time	in place and ongoing	All children are able to participate in school visits irrespective of attainment or impairment.

Access to the Physical Environment

Priority	Lead People	Strategy / Action	Cost/ Resources	Time	Success Criteria
Continually review the physical access arrangements of the school building.	Caretaker	Caretaker to conduct daily safety walk and act upon any inconsistencies.	Time	Ongoing	Children and adults with a disability are able to easily access the school and grounds.
Improvements to aid those with a visual impairment	Caretaker	Maintenance of external steps & manhole covers highlighted in yellow / non-slip paint	H&S budget	Ongoing	Hazards highlighted to increase safety for all, especially those who are visually impaired. All areas monitored and maintained
Improve signage to indicate access routes around School	HT and Operations Manager	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around School.	Cost of signs where needed	Under review – Spring Term 2025	Disabled pupils, parents and visitors aware of clear access routes to all parts of the School.
Provision for disabled parking in school car park	Headteacher	Car park will be constructed and marked clearly, to include disabled bays.	Cost of signage and line painting as needed	Under review – Spring Term 2025	Disabled badge holders able to access disabled parking, when required. Prompt action taken for users who do not park appropriately.

Access to Written Information

Priority	Lead People	Strategy / Action	Resources	Timeframe	Success Criteria
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Ensure the availability of written material in alternative formats as required.	Admin team	All staff and parents to be made aware of services available for requesting information in alternative formats. Arrange to make copies of school prospectus and letters in alternative media available on request. Parents of new pupils are to be made aware that they can request letters, newsletters etc in different formats and that information is shared electronically via Weduc so that parents can enlarge documents to the size they need or download them and use their own software to access information.	Contact details & cost of translation/adaptation	ongoing	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.
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Appendix 2 Autism Provisions and Strategies



Autism Provisions and Strategies
Classroom Environment
Children are clear about the structure of the day: a visual timetable is on display.
Transition from whole class to independent work is clearly signalled with visual/concrete resources to support.
The environment is organised with clear signposts what happens and where.
Resources are labelled.
Appropriate seating (Distraction free area if needed).
Independent work area.
Low arousal area of the classroom.
Links are made to previous learning across the curriculum.
Variety of visual resources/concrete objects to support teaching and learning.
Relevant information is clearly highlighted.

Activities/tasks are adapted if needed
Work tasks and rewards linked to special interests.
Resistance to Change
Advance warnings are given of any changes.
Special interests are used as motivators.
Consistent use of strategies.
Use choice to aid decision making.
Communication
Adults adjust their language (keywords only)
Variety of visual resources to support communication.
Use of language is explicit and in the positive e.g. 'dos' not 'don'ts'.
Literal language is used to aid understanding.
Provision/Strategy
Time is given to process instructions and questions.
Social Awareness
Clear social rules are taught and visually displayed.
Include structure within unstructured times e.g. teach simple games.
Awareness and peer support.
Sensory Sensitivities
Minimum levels of background noise.
Awareness about sensory sensitivity.
Awareness of sensory overload and systems for allowing 'chill out' time.
Anxiety
Awareness of the pupil's strengths, needs and interests.
Awareness of anxiety levels.
Calming activities or objects to reduce anxiety.
Knowledge and Understanding of ASD
Awareness of behaviour linked to the triad and reflected in behaviour plan if needed
Social interaction
Communication and Language
Imagination/Rigidity of thinking

Appendix 3

Reasonable adjustments in the classroom: a checklist

This is not an exhaustive list of every aspect of planning; it is a list of practical classroom arrangements that teachers found useful in thinking of a range of adjustments they might want to make.

<p>1. Pre-planning information.</p> <ul style="list-style-type: none">• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?• Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?• If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.	
<p>2. What preparation have you made with the class/ group for:</p> <ul style="list-style-type: none">• one to one peer support• collaborative teaming• group work• valuing difference of race, gender, ethnicity, disability or religion• How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?	
<p>3. Lesson planning: how will you support the needs of all learners?</p> <p>Consider: - adaptations</p>	

<ul style="list-style-type: none"> - timing, - variation of activities, - types of activities [concrete/abstract], - reinforcement of key ideas, - extension work - recall of previous work, - links to future work, - clear instructions. <ul style="list-style-type: none"> • Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all? • Are you able to access specially adapted equipment for some students to enable them to participate fully? • If not, can an alternative way be found? • Will the diversified and differentiated work allow all pupils to experience success at their optimum level? 	
<p>4. Prepared materials</p> <ul style="list-style-type: none"> • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all? • Appropriate use of augmented communication and ICT 	
<p>5. Self-presentation</p> <ul style="list-style-type: none"> • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you? • Where will you position yourself in the classroom and when? 	
<p>6. Use of support staff</p>	

<ul style="list-style-type: none"> • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? • <i>Does their use allow all children to be equally included in the class activities?</i> • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised? 	
<p>7. Classroom organisation</p> <ul style="list-style-type: none"> • Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> - mobility impairments e.g. circulation space, table height - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare - visually impaired e.g. maximise residual sight, if touch can reach - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact - pupils with short attention span/easily distracted, eg: sit on own - learning difficulties who need a lot of support, eg: next to peer supporter - short attention span, eg: distraction free zone • What seating plans are you using and why? • Will seating plans make use of peer support and how? 	
<p>8. How will you organise and group pupils in lessons?</p> <ul style="list-style-type: none"> • Friendship groupings? • Mixed sex/same sex groupings? • Mixed ability/same ability groupings? • Specific pairs of pupils working together, eg: stronger reader/weaker reader? 	
<p>9. How will you deal with unexpected incidents?</p> <p>Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?</p>	

<p>10. How will you ensure that all pupils feel equally valued through their experiences of:</p> <ul style="list-style-type: none">• the allocation of teacher and support staff time;• being listened to/ paid attention to;• being respected;• achieving;• interacting with their peers.	
<p>11. How will you assess the outcomes?</p> <ul style="list-style-type: none">• Do you have a scheme for assessing the achievements of all?• Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self-evaluation?• How will you involve pupils in assessing their progress?	