



Think Big, Chase Dreams, Succeed Together.

Accessibility Plan

Status:	Draft
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Approved by:	Full Governing Board
Approval date:	
Next review due:	September 2027

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1. Introduction and Scope

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Shuttleworth College. This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and The Special Needs and Disability Act 2001. Shuttleworth College is committed to providing an inclusive environment in which all students can achieve, participate and thrive. We recognise our duties under the Equality Act 2010 and are committed to removing barriers that may prevent students with disabilities or special educational needs from fully accessing education and wider school life.

We believe that accessibility is not solely about physical access to buildings; it also includes access to learning, communication, information, enrichment opportunities, leadership roles and preparation for adulthood.

Through this Accessibility Plan, we aim to:

- Increase access to the curriculum for students with disabilities and SEND.
- Improve and maintain access to the physical environment.
- Improve the availability and accessibility of information for students, parents and carers.
- Promote independence, resilience and self-advocacy.
- Ensure that all reasonable adjustments are identified and implemented effectively.
- Support students to access all aspects of school life alongside their peers.
- The views of students, parents, carers and external professionals will be used to inform accessibility planning and future developments

2. The Curriculum

The school adopts a graduated approach to supporting students with SEND through the Assess–Plan–Do–Review cycle.

Quality First Teaching is the foundation of SEND provision, with all teachers responsible for adapting teaching to meet individual needs.

Current measures include:

- Personalised Provision Plans and Individual Healthcare Plans for identified students.
- High-quality inclusive teaching using adaptive teaching strategies.
- SEND student profiles that provide staff with clear strategies and reasonable adjustments.

- Foundation Curriculum provision to develop literacy, numeracy, communication and readiness for learning.
- Reading Plus, Fresh Start and Lexia interventions to support literacy development.
- Nurture provision and emotional regulation support.
- Alleviate Room provision for students requiring enhanced emotional and learning support.
- Social communication interventions including Lego Therapy, Talkabout programmes and storytelling programmes.
- Emotional regulation programmes including Zones of Regulation and the Five Point Scale.
- Assistive technology including laptops, tablets and specialist software where appropriate.
- Access Arrangements for examinations to support normal ways of working.
- Comprehensive transition arrangements beginning in Year 5, including close liaison with primary schools, parents/carers and external agencies.
- Ongoing collaboration with Educational Psychology, Speech and Language Therapy, Occupational Therapy, ECLAS, Hearing Impairment and Visual Impairment services and other external professionals.
- A broad, balanced and ambitious curriculum that promotes independence, resilience, communication, self-advocacy and preparation for adulthood.
- Regular staff training and SEND professional development to ensure inclusive classroom practice.

2. Physical Access

Shuttleworth College is committed to ensuring that all students can access the physical environment, facilities, enrichment opportunities and wider school experiences alongside their peers wherever possible. Any additional equipment, facilities or adaptations identified through Education, Health and Care Plan reviews, professional recommendations or changing student needs will be considered and implemented where appropriate.

The following measures are in place to allow equality of opportunity of access to all areas of the school site:

- The building is spread over three floors and all parts of the building are accessible; a lift is available for those with physical needs. There are five staircases and there is a one-way system on the main staircases at congested times. Staff supervise the circulation and movement of students.
- There are five designated accessible parking spaces close to the front entrance and easy access to the front of the building by emergency vehicles.
- The auditory environment was designed specifically to include a loop system.
- Classrooms are carpeted and have window blinds. Some classroom windows are fitted with specialist film to remove UV glare.
- There are three toilets with disabled access and a medical room with hand washing facilities, a chair, and lockable storage area.

- The School has a shower and change facility found on the ground floor which is accessible for students.
- The School has some height adjustable tables and adjustable height chairs. In the Food Technology area there is a height adjustable workstation and low-level sink.
- There are some adjustable benches in the science labs which also have flexible furniture.
- The School has equipment such as an emergency wheelchair and an evacuation sledge for emergency exits.
- Personal Emergency Evacuation Plans are in place where appropriate

4. Written Access

- All key documents are available on the school website and can be provided in paper format upon request.
- Information regarding school events and student progress is communicated through a range of formats including letters, email, text message services and the school website.
- Enlarged print can be provided where required.
- Assistive technology is used to support communication and access to learning.
- Translators and interpreters are welcomed at meetings and school events where required.
- Private meeting spaces are available for confidential discussions with parents and carers.
- Specialist advice is sought from Hearing Impairment and Visual Impairment services where appropriate.
- Resources may be adapted through changes to font size, colour, presentation style and format to meet individual needs.
- Student voice is actively promoted to ensure communication methods remain accessible and effective.

5. Key Priorities 2026-27

Priority 1 – Strengthen Inclusive Classroom Practice

- Continue to promote Quality First Teaching as the primary approach to meeting SEND needs.

Priority 2 – Develop Specialist Staff Knowledge

- Develop specialist intervention knowledge within the Teaching Assistant team.

Priority 3 – Enhance Communication and Student Voice

- Expand opportunities for student voice to influence SEND provision and accessibility developments.

Priority 4 – Promote Independence and Preparation for Adulthood

- Promote independence, resilience and self-advocacy through SEND provision.
- Ensure students with SEND have equal access to careers education, enrichment activities and leadership opportunities.