



Accessibility Plan 2025-28

Applicable to:	Seaton Valley High School
	✓ Seaton Sluice Middle School
	Whytrig Middle School
Approval body:	Pupil Support Committee

Status:

Statutory policy or document	Yes
Review frequency	Governing Body to determine
Approval by	Governing Body to determine

Publication:

Statutory requirement to publish on school website	Yes
Agreed to publish on school website	Yes

Review:

Frequency	Next Review Due
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Author	Creation Date	Version	Status
Business Director (BW)	17 September 2025	0.1	Initial draft based on 2022-25 SSMS accessibility plan; reformatted in line with The Key model policy (February 2025)
Changed by	Revision Date		
Assistant Headteacher Inclusion (KL) SENDCo (CT)	6th October 2025	0.2	Updated with 2025-28 objectives and actions

1 Aims

1.1 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 disabled pupils can participate in the curriculum
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils

1.2 The federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

2 Context

2.1 Each of the federation's schools keeps a register of pupils with an Education and Health Care Plan (EHCP - SEND Code of Practice 2014), as well as those who are at the SEN Support stage (SEN K) of the 2014 Code of Practice.

2.2 We follow a graduated approach to identifying SEND, providing appropriate provision, and then monitoring and reviewing progress. Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, subject departments and the SEND department, put appropriate interventions in place, if necessary.

2.3 The four areas specified in the SEND Code of Practice are:

- Communication and Interaction - includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD)
- Cognition and Learning - includes moderate learning difficulties (MLD); severe learning difficulties (SLP) and specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health Needs - includes ADHD
- Sensory and/or Physical Needs - includes physical disability (PD), vision impairment (VI), hearing impairment (HI) and sensory processing disorder

2.4 In line with the Code of Practice (2014), a child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they:

- has significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions

2.5 The progress of all pupils who are on the SEND register is monitored at least termly.

2.6 All children with an EHCP - and their progress - will continue to be monitored and evaluated annually through the SEND annual review process, in addition to internal monitoring of progress, at least termly.

2.7 Quality First teaching, which is differentiated and personalised, will meet the individual needs of the majority of children and young people. However, some children and young people will need educational provision that is additional to or

different from this: this is special educational provision under section 21 of the Children and Families Act 2014.

- 2.8 The federation is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 2.9 The federation's Complaints Procedure covers this plan. If you have any concerns relating to accessibility in school, the Complaints Procedure sets out the process for raising these concerns
- 2.10 Much of the consultation process is an ongoing process reflected in the good practice shown across the federation. In addition:
 - each school's Accessibility Plan involved consultation with the Senior Leadership Team and governors
 - our wide range and number of SEND pupils has given us access to parental/pupil views via the Annual Review system and meetings for pupils at the SEN Support stage
 - visits to the school by external agencies have assisted with reviewing the existing framework
 - transfer meetings across schools for SEND pupils have assisted in reviewing policies and provision
 - local authority audits and feedback have influenced development
- 2.11 This plan will be made available online on the federation's website, and paper copies are available upon request.

3 Legislation and guidance

- 3.1 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](#).
- 3.2 The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- 3.3 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.
- 3.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4 Action plan

- 4.1 The action plan below sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010, and will be reviewed and updated as necessary.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<p>Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children</p> <p>We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes</p> <p>All educational visits to be accessible to all</p> <p>All pupils in school have had opportunities to access educational visits, financial support and additional resources have been made available to ensure all pupils can access</p>	<p>To review the curriculum to ensure it is accessible to all</p> <p>To offer high quality interventions in English and Maths for pupils with SEND</p> <p>To increase knowledge and confidence of teaching staff in differentiating the curriculum</p> <p>To increase teacher and support staff knowledge of the variety of preferred learning styles</p> <p>To ensure all educational visits are accessible to all pupils</p>	<p>Numicon and maths training for TA's (RP has completed training)</p> <p>Elklan - language and communication for vulnerable learners training including training on using visuals and how we support children with a language delay for Teachers and TA's</p> <p>Training on what is ordinary available provision in the classroom and within school for all staff</p> <p>CT to organise drop ins and set up and inclusion panel with the support of the HINT team</p> <p>SATS workshops in Maths and literacy</p>	<p>CT</p> <p>CT</p> <p>CT</p> <p>CT</p> <p>CT / GP and GD</p>	<p>ongoing up to July 2026</p> <p>ongoing up to July 2026</p> <p>Jan 2026</p> <p>January 2026</p> <p>May 2026</p>	<p>implementation of concrete and visual resources in all classrooms to support individuals with theoretical and abstract concepts in lessons</p> <p>TA's and teachers are better equipped to support children in the classroom who struggle with expressive and receptive language skills</p> <p>staff are more informed on what QFT teaching looks like</p> <p>Staff able to discuss with the HINT team and other external agencies how to support individuals leading to a better learning outcome for children</p> <p>Parents are better equipped to support</p>

	<p>trips</p> <p>Heads of Year appointed to give all year groups additional support and give teachers additional information and context to allow them to meet individual needs</p> <p>Staff given CPD opportunities around SEND during the January training day including Quality First Teaching</p> <p>Success at Arithmetic and pre teaching for identified groups in Y6 Maths taking place regularly throughout the year</p> <p>Toe by toe and reciprocal reading interventions taking place for identified pupils</p> <p>Read Write fresh start implemented for identified Year 5 pupils. Assessments also take place for new yr 7 pupils.</p>		<p>for parents to be organised.</p>		<p>their children at home. They have a better understanding of the vocabulary being used and how concepts and ideas in maths and english are being taught.</p>
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	<p>Book review of all curriculum subjects identified</p> <p>Differentiated teaching is happening in all subject areas</p> <p>Programme of SEN training in place at SSMS for both teaching and support staff to support learners in the classroom. In the autumn term 2023 staff will have had training sessions on developmental language disorder, attachment disorder, visual impairment and dyslexia</p> <p>Investment in additional ICT technology including chromebooks and C-Pens</p> <p>Support staff have attended a Read Write Inc course</p> <p>Support staff attended Numicon training course</p> <p>SENCO has completed an Eklan</p>				
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	<p>accredited course.</p> <p>Support staff (x1) have attended training on delayed language development</p>					
Improve and maintain access to the physical environment	<p>Student specific needs identified, supported and shared with staff</p> <p>Varied activities/sessions so all children can participate</p> <p>All success criteria in place but ongoing</p> <p>Former site manager's bungalow fully refurbished to provide a dedicated SEN area that includes a sensory room with equipment to help children regulate, an intervention classroom, a space for quiet time and an accessible toilet and shower area</p> <p>New mobile classroom installed with accessible toilet</p>	<p>To ensure the school is aware of the individual needs of disabled pupils, parents, staff and governors</p> <p>To maintain accessibility for wheelchair users</p> <p>To ensure all disabled members of the school community can be safely evacuated in an emergency situation</p>	<p>Height adjustable table to be sought for the science lab, technology and art rooms</p> <p>Consult and work together with physios and OT assigned to individual children to ensure we promote their physical wellbeing and access to the school environment</p> <p>Sensory diet pathway to be implemented. CT to work with the HINT team to put this in place.</p>	<p>CT</p> <p>CT/TA's</p> <p>CT</p>	<p>December 2025</p> <p>ongoing</p> <p>July 2026</p>	<p>The classroom environment will be made more inclusive. Children in a wheel chair will be able to sit at a desk with their peers to</p> <p>Individuals with make progress with their physical needs and engagement in lessons will increase as a result of removing difficulties to accessing their learning.</p> <p>Individuals will independently be able to access an area of school to complete a series of exercises that will support their regulation.</p>

	<p>Year 5 toilets fully refurbished with accessible toilet</p> <p>Wheelchair accessible automated external doors installed to allow easy access from the school yard into the main building</p> <p>Improved outdoor educational opportunities resulting from a grant awarded for some raised beds, a greenhouse and outside play area for our SEN and vulnerable children</p> <p>SEN area, mobile classroom and main school are all wheelchair accessible, ensuring easy access to toilet and shower facilities</p>					
Improve the delivery of information to pupils with a disability	<p>1:1 support for disabled children</p> <p>Classrooms are accessible for children with disabilities</p> <p>All SEN/LAC pupils</p>	<p>To review information to parents/carers to ensure it is accessible and in line with accessibility regulations</p> <p>To improve the</p>	<p>Termly communication with all SEND and LAC children through google form to ascertain parents voice.</p> <p>Targets reviewed</p>	<p>CT</p> <p>CT</p>	<p>September 2025</p>	<p>Parents and individuals will have an understanding of progress children are making throughout the academic year.</p>

	<p>involved in their review process</p> <p>Currently no EAL in school</p> <p>Pupils, parents and visitors included and supported through all review processes</p> <p>Communication with the SENDCo is directly available and parents are also able to contact the school through the SEN Support Officer</p> <p>All information is shared on the federation's website and made available during transfer days and parents meetings</p> <p>Key workers allocated to EHCP children and high need SEN to ensure they have individuals that can act as their advocate as well as be another point of contact for themselves and their parents/guardians</p>	<p>delivery of information in writing in an appropriate format</p> <p>To ensure annual review information is accessible to pupils</p> <p>To provide information in other formats suitable for (prospective) pupils, parents and visitors who may have a hearing impairment</p> <p>To provide information in languages other than English for pupils, parents or visitors who may not have English as their first language</p>	<p>termly for EHCP children and those children on graduated approach</p> <p>Information communicated to parents by telephone/ face to face consultation.</p> <p>SEND and LAC pupil voice completed termly.</p> <p>SEND and LAC committee set up</p> <p>Keyworkers allocated for EHCP and High needs SEND children for academic year 2025 -2026</p>	CT	ongoing throughout academic year	Novemeber 2025	<p>Further opportunities to ensure the parents and childrens voice are heard and acted upon.</p> <p>Children will have a good understanding of their targets and how they are progressing with them.</p>
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