



Accessibility Plan 2025-28

Applicable to:	<input checked="" type="checkbox"/>	Seaton Valley High School
	<input type="checkbox"/>	Seaton Sluice Middle School
	<input type="checkbox"/>	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
Every three years	Autumn 2028

Version Control:

Author	Creation Date	Version	Status
Business Director (BW)	17 September 2025	0.1	Initial draft based on 2022-25 ACHS accessibility plan; reformatted in line with The Key model policy (February 2025); updated following the move to Prospect Avenue; replaced references to ACHS with SVHS
Changed by	Revision Date		
Business Director (BW)	26 January 2026	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
Increase access to the curriculum for pupils with a disability	<p>All reasonable adjustments made with consultation from relevant external professionals to ensure ALL students can access curriculum</p> <p>Curriculum considerations made with regards to individual students' capabilities and goals</p> <p>Support put in place as required via short term targeted intervention or longer term support measures to ensure all students can access the curriculum and participate to the best of their ability</p> <p>Staff training in ASD, SEMH, internal support referrals, referrals to relevant external services involving both education and health</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>Overview of curriculum</p> <p>Audit each curriculum area against SEND</p> <p>Amend/adjust discrepancies and relevant Schemes of Work</p> <p>Plan a budget for relevant resources if necessary</p> <p>Reduce class sizes and maintain the proportion of English and Maths teaching on the timetable</p> <p>Increase the level of support in all lower sets in English and Maths</p> <p>Increase support staff training on specific intervention programmes</p> <p>Audit staff training needs</p>	AR / RG / LS AR / LS Subject Leads AR / BW / LS RG / Leads for English / Leads for Maths / LS LS RG / LS / CPD Budget Holder RG / KL / LS	July 2026 July 2026 July 2026 July 2026 September 2026 January 2026 January 2026 Annually in the Autumn term to	<p>Each year group has been reviewed</p> <p>Issues identified and gaps filled</p> <p>Resources in place by July 2026</p> <p>The proportion of SEND pupils making expected or more than expected progress in Maths and English will be more in line with non-SEND students nationally</p> <p>Staff will feel more confident about meeting the individual needs of pupils and pupil participation will increase</p> <p>Staff see good practice and use it</p> <p>Information sheets are issued for staff to use in their planning</p> <p>Staff will be more able to meet the individual needs of their pupils and pupils will feel a</p>

	<p>professionals and the use of the Quality First Teaching (QFT) model which allows the gathering of evidence to proceed with statutory assessment using Local Authority systems</p> <p>Classrooms are accessible for children with disabilities</p> <p>Staff members available to escort pupils in lift when required</p> <p>Detailed assessment packages and bespoke resources purchased for English and Maths assessments, specific to dyscalculia and dyslexia; these have informed interventions and areas for teaching staff to address as part of the QFT in class</p> <p>The SENDCo is qualified to undertake exam access arrangement</p>	<p>Research and employ best practice in adaptive teaching</p> <p>Use expertise amongst staff to share good practice</p> <p>Ensure staff know their pupils well and are confident about their individual learning needs</p> <p>Audit staff training needs</p> <p>Research and employ best practice in catering for different learning needs</p> <p>Use expertise amongst staff to share good practice</p> <p>Ensure staff know their pupils well and are confident about their individual learning needs</p>	<p>Subject Leads / Heads of Faculty</p> <p>All staff</p> <p>All staff</p> <p>RG / KL / LS</p> <p>Subject Leads / Heads of Faculty</p> <p>All staff</p> <p>All staff</p>	<p>influence training day in January</p> <p>July 2026</p> <p>July 2026</p> <p>November 2025</p> <p>Annually in the Autumn term to influence training day in January</p> <p>July 2026</p> <p>July 2026</p> <p>November 2025</p>	<p>greater sense of participation and achievement</p> <p>All pupils in school will be able to access all educational visits and take part in a range of activities</p>
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<p>assessments, thereby ensuring that all pupils eligible for access arrangements have been appropriately assessed</p> <p>There has been increased support staff in lower sets for Maths and English, particularly in Year 9 and Year 10 where there is the highest need; this has made the curriculum more accessible to SEND and lower ability learners</p> <p>Training needs analysis identified that staff needed and requested training specific to hearing Impairment and QFT Strategies specific to ADHD and ASD; training to address these areas of need has been delivered to all staff</p> <p>Some Teaching and Learning Assistants have had detailed training to support hearing impaired students, including</p>		<p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue selected is vetted for appropriateness and any specific arrangements are feasible</p>	<p>RG</p> <p>Visit Leaders LS</p>	<p>July 2026</p> <p>As required</p>	
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<p>how to use radio aids etc.</p> <p>All Teaching and Learning Assistants have been given opportunities to access training which will support their role in ensuring that students can access learning</p> <p>Access to bespoke intervention programmes, including Lexia, social skills, growth mindset and emotional resilience which all improve student access to the curriculum.</p> <p>PASS assessments undertaken as appropriate for pupils with SEMH needs.</p> <p>Support staff have been offered bespoke access to online training programmes, they have taken up and passed courses in the following:</p> <ul style="list-style-type: none"> ● pupil counselling ● supporting 				
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	<ul style="list-style-type: none"> mental health • ASD and ADHD • behaviours that challenge • building resilience <p>Student support plans adapted so that there is more clarity on recommendations for meeting needs</p> <p>SENDCo has worked with individual staff members to ensure that SEND students have been able to access visits</p>					
Improve and maintain access to the physical environment	<p>Student specific needs identified and supported on an individual level and shared with staff</p> <p>Room planning around student specific needs on an individual level following the advice of external professionals</p> <p>All staff have had training and an overview of new SEND pupils</p> <p>Training has been</p>	<p>To ensure the school is aware of the individual needs of disabled pupils, parents, staff and governors</p> <p>To ensure all disabled members of the school community can be safely evacuated in an emergency situation</p>	<p>Creation of access plans as part of the usual review process for individual pupils</p> <p>Meeting with relevant stakeholders and individuals to ensure needs can be met</p> <p>Ensure needs are considered during staff recruitment processes</p> <p>Ensure that areas which allow full wheelchair access are maintained to a</p>	<p>RG / GT / LS</p> <p>LS</p> <p>RG / LS</p> <p>RG / GT</p>	<p>As required</p> <p>As required</p> <p>As required</p> <p>July 2026</p>	<p>Plans in place for individual pupils</p> <p>All pupils, parents, staff and governors have full access to school activities</p> <p>Access issues do not influence recruitment and retention</p> <p>All areas of the school currently accessible remain so and remain well maintained</p> <p>Any redesign of building is accessible to all</p>

	<p>provided as part of the Teaching and Learning programme as well as specific sessions within the CPD pathway</p> <p>New ramps have been placed to ensure that there is wheelchair access to the bungalow</p> <p>Risk assessments for access to the swimming pool have been undertaken</p> <p>Evac chair training identified a need for manual handling training and a specific plan for individual wheelchair users; the federation's safety management team have agreed that evac chairs will no longer be used on site and bespoke adjustments to evacuation procedures for specific students will be made</p> <p>SENDCo works alongside Middle Schools to ensure</p>	<p>high level</p> <p>Consider the needs of wheelchair users to access areas such as ICT classrooms, main hall, PE block and swimming pool</p> <p>Put a Personal Emergency Evacuation Plan in place for all pupils and staff with difficulties</p> <p>Ensure signage and emergency evacuation procedures are accessible to all staff, parents, governors and visitors to the school</p>	<p>RG / BW / GT</p> <p>RG / GT / LS</p> <p>RG / GT / LS / Fire Marshals</p>	<p>July 2026</p> <p>July 2026</p> <p>July 2026</p>	<p>All disabled members of the school community are safe in the event of an emergency</p>
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	<p>transition is managed for disabled pupils, including access to the environment</p> <p>Discussions with Health and Safety and Technical Support Manager with regard to personal emergency evacuation plans</p>					
Improve the delivery of information to pupils with a disability	<p>All SEND documentation is in NCC recommended student and family friendly paperwork format</p> <p>Staff training driven by needs of intake students</p> <p>All SEND paperwork and timescales adhere to statutory and local authority guidelines</p> <p>Students and parents/carers provide their feedback and this is recorded as part of the EHCP reviews; views are also gathered for SEN K pupils who have a pupil passport</p>	<p>To review information to parents/carers to ensure it is accessible and in line with accessibility regulations</p> <p>To improve the 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 languages other than English for pupils, parents or visitors who may not have English as their first language</p>	<p>Provide information and letters in clear print and “simple” English</p> <p>Ensure website and all documentation accessible via the website can be accessed by the visually impaired</p> <p>Provide suitably enlarged, clear print for pupils, parents and visitors with a visual impairment</p> <p>Ensure all documentation states that if requested it can be provided in alternative formats</p> <p>Develop child friendly documentation</p>	<p>AHu</p> <p>AHu / AH</p> <p>All staff</p> <p>All staff</p> <p>LS</p>	<p>As required</p> <p>July 2026</p> <p>As required</p> <p>As required</p> <p>July 2026</p>	<p>All parents can access and understand school information provided</p> <p>Excellent communication</p> <p>Pupils feel fully involved in their review processes</p> <p>Pupils, parents and visitors feel included and supported</p> <p>All information accessible to people who have a language other than English as their first language</p>

<p>Child friendly documentation is implemented to record “students’ voices” and all EHCP pupils are invited to the reviews to contribute to the annual review</p> <p>SEN K students play an active role in sharing their views on the pupil passport</p> <p>All Teaching and Learning Assistants within the SEND department have completed a BSL Level 1 course</p> <p>SENDCo has had communication with the Local Authority in regard to capturing pupil voice in regard to EHCP processes</p> <p>Simplified Individual Education Plans that students are involved in</p>		<p>Access to sign language interpreters to be considered if required</p> <p>Access to translators or translations of written information should the need arise</p>	<p>LS / AHu</p> <p>AHu</p>	<p>As required</p> <p>As required</p>	
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