

Accessibility Plan 2023-26

References: Equality Act (2010)

Date: September 2023

Current Review Date: December 2025

Next Review Date: **September 2026**

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Ethos and aims

At Seaford College, we firmly believe in personal bests both inside and outside the classroom. We aim to provide a distinctive and inclusive educational experience and believe that every pupil is unique, with different interests, different skills and different passions, and we treat every pupil as an individual to be known and valued, deserving of attention and respect.

Furthermore, every pupil can and should achieve their very best, whether that's academic distinction, sporting success, or artistic excellence, or a combination of all of these. Our aim is to educate the whole person; to find the strengths of each pupil and to enable them to succeed.

We are committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

Seaford College ('the School') is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Academic Access and Achievement (SEND) Policy sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Academic Access and Achievement (SEND) Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's **curriculum**. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's **physical environment** for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of **information** which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Safeguarding and Equal Opportunities Policy

This plan is made available online on our school website and paper copies are available upon request.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the policy holder in the first instance. The School's Complaints Policy covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies: Academic Access and Achievement (SEND) Policy, Safeguarding Policy , Admissions Policy, Behaviour, Sanctions and Rewards Policy, Health and Safety Policy, Curriculum Policy and Equal Opportunities Policy.

Access to curriculum

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
Increase access to the curriculum for pupils with an academic based disability	All lessons are designed with adaptive teaching in mind ensuring they are designed according to learning needs and ability.	5	Inset, CPD, prep audit, learning reviews and learning walks, training and guidance	On-going	AAR/JGI/JOW
	Embed inclusion training for ECTs and ITT students	3	ECTs have strong awareness of SEND needs and how to cater for students identified from learning reviews and learning walks.	Sept. 2026	JGI
	Embed adaptive teaching within our Teaching and Learning Principles	4	Inset, CPD, prep audit, learning reviews and learning walks, mentor observations	Sept. 2026	JGI

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
	Teachers aware of pupil needs to support adaptive teaching	5	Use of SEN Edukey Profiles and passports on ClassCharts and specialist support where appropriate to inform individual teacher practice – pupils identify areas for improvement.	Completed September 2024 and constantly updated	AAR / JOW
	Graduated approach to support	3	Each child on the SEN list has a Pupil Profile and teaching is continuously adapted, with interventions put in place for Wave 1 and Wave 2 students to meet identified needs.	On-going, last reviewed Sept 2025	JOW / SDA / KRE
	Improved environmental factors for neurodivergent students to assist access to mainstream curriculum	5	Ensure an appropriate classroom environment for students with sensory sensitivities and attention difficulties. E.g. gentle lighting for students who may be sensitive to lighting and classrooms that are non-cluttered and not overstimulating visually	On-going	AAR / SDA / GB
	Provide Exam Access Arrangements to cater for SEN students	5	Monitor and refine access arrangement processes for these pupils; develop new EAA template for invigilators.	On-going	JOW / AAR / LG
	Provide multi-sensory learning by incorporating visual aids, hands on activities, manipulatives, songs and movement. [Prep – YR-6]	5	Monitoring progress using a learning journal to track academic progress. (<i>Learning journal platform TBC</i>) [Prep – YR-6]	By Sep. 2026	AC/ LMA
					LMA

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
	Use visual schedules, picture cards, story maps to help children understand and organise information better. [Prep – YR-6]	4	Pupil voice- improved communication attempts/ speech targets[Prep – YR-6]	By Sep. 2026	LMA
	Pre teach new vocabulary and concepts before lessons to reduce cognitive overload. [Prep – YR-6]	4	Review key vocabulary to check understanding and engagement in the lessons. [Prep – YR-6]	By Sep. 2026	
Improve assessment, student tracking and target setting policy and practice.	Continuously review Challenge Grades and progress to ensure that SEN student progress in line with other groups	5	Report progress data explicitly with SEND group to monitor progress and work with SENCO and HoDs to apply intervention where needed.	Termly review of data	AAR / JOW / KRE
	Use Baseline Assessments to identify starting point in Reception and conduct regular formative and summative assessments through observations, questioning and guided work. [Prep – YR-6]	4	EYFS profile (end or Reception) to inform Year 1 transition. Teacher assessment framework (KS1) based on ‘working towards’, ‘working at’, or ‘greater depth’. Digital assessment tool for long term tracking. [Prep – YR-6]	By Sep. 2026	AC/ LMA JOW/KRE

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
	Introduce 'Waves of Intervention' and phase out SEN categories 1-9	3	Categories changed on SIMS and SEN list and rolled out to teaching staff with guidance and training Teachers will be able to describe the 'Waves of Intervention' and relate to students on the SEN list	By Sep. 2026	
Improve the delivery of written information to pupils	Pupils able to access written information in other forms in a format to meet their need	5	Ensure usage of assistive technology to provide/capture information in alternative forms depending on need e.g. audio, immersive reader, dictation	On-going	AAR / JOW / SDA
			Ensure technology allows presentation of information to meet individual needs e.g. changing background colour, changing font.	On-going	AAR / JOW / SDA
			Ensure homework provided on Firefly to support organisation and time management, support through Academic Confidence Clinics	On-going	AAR / JOW/ SDA
			Apply for Exam Access Arrangements to facilitate normal way of working, i.e. the use of assistive technology in tests and exams where possible	Ongoing	JOW
	Use large, clear font (Comic sans) in at least 14pt, keep	4		From Sep. 2025	

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
	text short and use visual aids and or coloured overlays. [Prep – YR-6]		Observe increased engagement in lessons. Pupils able to follow routine/ instructions. Better transitions between tasks. [Prep – YR-6]		
Academic Access and Achievement (AAA) Cottage	Ongoing improvement of classroom facilities	3	Monitor access for physically disabled students and reorganise rooming to ensure accessibility	On-going	AAR / JOW / GB
All teaching blocks	Physical access to classrooms as required	4	Review access to classrooms as needed for individual pupils and consider reasonable adjustments if necessary	See Physical Provision	AG / GB
	Improve classroom layout . [Prep – YR-6]	2	Decrease in incidents. [Prep – YR-6]	By Sep. 2026	LM / GB / AB
	Provide quiet space for children with sensory needs [Prep – YR-6]	4	Observations show increase use of self regulation strategies. [Prep – YR-6]	By Sep. 2026	LM / JLY / AB
Enhance Examination Access Arrangements	Improve the environment for SEN pupils using our facilities to sit exams	3	Read technology deployed in exam halls. Continue to make the migration from human readers to computer. Meetings with Exams Manager and Deputy Head following exam series to review provision. Continual training for students and teachers to use read technology.	On-going	JOW / AAR / LG
	Develop student typing skills	3		On-going	JOW

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
	Identify EAA sooner	3	Students are offered opportunities to practise typing within prep school Literacy screening for Year 10 is brought forward to the beginning of Y9, with applications to JCQ being made from May in Y9.	On-going	JOW
Increasing the impact of the AAA specialist support on curricular access, classroom practice and student performance.	All staff to be aware of individual targets set for students with whom they are working. This will be done through SIMS, pupil profiles and the Challenge Grade system. Staff should be aware of strategies to support progress of students to targets. These are available on SIMS, on the pupil profile.	5	All teaching staff have the data to measure their impact on individual student progress. Under-achievement of students with SEN and disabilities is demonstrably reduced via impact of advice and intervention from Academic Access and Achievement. Learning walks demonstrate profiles are read and taken on board. Profiles now also available using ClassCharts. Access to SEN list on Firefly pages, as well as collating class data on sims may be used to provide teachers ease of information on SEN students, as well as collating class data on SIMS SENCo attendance at Intervention meetings held regularly for year groups 9-13	On-going On-going On-going	JOW / AAR

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
Improve the CPD on offer to AAA professionals and teachers	Sharing of best practice should bring advances in teaching styles, with greater adherence to standards and in-house Teaching and Learning policy.	4	<p>As per the school's professional development programme, AAA teachers are encouraged to specialise in different areas of SEND, for example, we currently have a member of staff pursuing autism as a specialism.</p> <p>Continual SEND training offered through Insets, ECT meetings and new staff induction training sessions.</p> <p>Collaboration with other SENCo's to share best practice and disseminate to teaching staff</p>	On-going	JOW / SDA
Consistency of behaviour expectations to ensure safety and wellbeing of all pupils	Ensure staff apply behaviour policy consistently and in an impartial manner	4	Department continuously in dialogue with No. 46 and Head of Years. SENCO attends fortnightly pastoral meetings.	On-going	JOW / WYA / No 46 / HoYs / KRE
	Behaviour support for SEN put in place for students who are highly sanctioned	5	Deliver inset training on supporting students in meeting expectations & develop working groups	Ongoing	JOW/HoYs/HoDs
	Students on Pastoral watch list to be shared with AAA and LS Prep	5	SENCo and Head of LS Prep have access to Pastoral watch list.	Ongoing	JOW/No46/KRE

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
Targeted Interventions	To offer small group, 1:1 sessions, Speech and Language Therapy (SaLT) involvement, literacy and numeracy booster sessions, in conjunction with teachers, where appropriate [Prep – YR-6]	4	Work collaboratively with outside agencies to ensure everyone is able to access the curriculum as appropriate. [Prep – YR-6]	On-going	KRE / JOW
	Extend SaLT to Senior school	3	Student's have access to SaLT through private sessions held in AAA cottage, to help address rise in needs for Social and Communications skills	On-going	JOW

Access to physical environment

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
Access audit	Potential poor accessibility of College areas	4	Undertake and regular inspections and accessibility audit of all College areas. Via the Estates Committee report to Board identifying key issues and plan to implement changes for annual programmes. <ul style="list-style-type: none"> Health and Safety Committee Estates Committee 	On-going	GB/Comm
College buildings	Ongoing access arranged to key areas of the College. Dining room, common rooms, classrooms, welfare facilities, sports and recreational areas	3	Continued improvements to access 2024-25. New structure to student/parent drop-off areas in Music & Johnson Centre car parks including daily car park marshals. Wider pathways created along across the Music Block, Chicken Walk, 6 th Form Centre, Humphrey Avon Centre, Science Disabled parking spaces increased, provision of New DDA compliant pathways installed to staff room and to access new classroom block. External and College's audits show reduction in barriers to accessibility, especially wheelchair access which have been improved with new structured pathways and resurfaced road & pathways	Completed & On-going	GB

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
Existing Estate	Where appropriate, buildings include access in specifications, including lifts to first floors and access ramps to lower levels	4	Lifts previously installed to Main Teaching Block, Prep School, Johnson Centre, Humphrey Avon Centre & Springfield Performance Centre Access ramps installed to Prep School, Mansion Marquee, Art/DT Block, Mansion Garden Room, Heden Hall improving access	Completed	GB
	Provision of adequate external lighting	5	Regular audit reviews and maintenance checks in place, providing safe access across the built estate in alignment to SDNP Dark Skies policy	On-going	GB
New Buildings – Masterplan Initiatives Springfield Performance Centre, Business Studies Classrooms	Buildings include appropriate access in specifications, including lifts to first floors, fully compliant to current Building Regs.	2	Ensure the schools appointed architects engage with key stakeholders of the school to capture all thoughts of how any new building could be best designed in mindset of how school estates operate and pupils & staff manoeuvre within.	On-going	GB
Paved paths around site – roads and drives of estate	Raised pathway paving slabs, loose surface and potholes in roadways, poorly identified pedestrian safe access routes. Regular visual inspections and assessment of all roads and pathways across the	4	Regular visual inspections and assessment of all roads and pathways across the general estate. Annual maintenance programme and budget allowance for maintenance of all roads, pathways and safe crossings. Encourage all staff to observe and report any hazards that may arise immediately	On-going	GB

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
	general estate. Annual maintenance of all road markings and pedestrian road crossings		Monitoring process shows that the College has made physical access improvements to site infrastructure through annual planned maintenance and improvement plans in place.		

Access to information

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
Improving information to parents of pupils with SEN	<p>This will include:</p> <ul style="list-style-type: none"> Precise literature for applicants explaining our SEN provision & SEN policy. Explaining why certain needs cannot be met with our expertise. Information on the application process and how SEN will be assessed. Precise information on the Learning Support lessons – frequency, cost etc. How feedback on potential and progress will occur through meetings, reports etc. Who their AAA professional is and how to contact them. How, and when, to discuss applications for Exam Access Arrangements 	5	<p>Annually reviewed, in line with DfE guidelines on access.</p> <p>Annual update of information in the pupil pack, website and prospectus.</p> <p>At first meeting pre-arrival. Letters at appropriate times in the school year.</p> <p>Regular correspondence with confirmation of provision, communication on EAA, SEN policy re-written, EAA guidance now written and in place.</p>	<p>Ongoing</p> <p>On-going</p> <p>Ongoing</p> <p>SEN policy to be renewed Sep. 2025</p> <p>EAA guidance Version 2 2024-25</p>	JOW/KRE

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
	<ul style="list-style-type: none"> • Provide termly 'SEN' reports of progress. [Prep – YR-6] • Run support interventions. [Prep – YR-6] • Briefings for parents on how to help their children at home (at curriculum evenings). 		<p>Parents confidently describe what help is in place at review meetings.</p> <p>Parents engage more at home and share success. [Prep – YR-6]</p>	<p>By Sep. 2026</p> <p>By Sep. 2026</p>	

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Improving information to pupils with SEN	<p>Teachers are encouraged to support strategies on pupil profiles (eg. Where copying of a board is difficult – provide typed notes)</p> <p>Learning Support Teachers help to represent the needs of their students to the subject teachers</p> <p>Learning Support teachers complete termly written reports and attend Parents' Evenings</p>	5	<p>Pupils are provided with materials and support appropriate to their needs.</p> <p>The school permits the use of iPads in the classroom (with the teacher's permission) – many will ask to take a photo of notes written on the board.</p> <p>Pupil profiles are available in ClassCharts with additional information on SIMS.</p> <p>Learning Support Teachers will email or raise a pupil with colleagues informally or formally – there is a good level of dialogue that occurs.</p> <p>Written reports are written direct to the pupil (Year 6 and above). Pupils attend parents' evening with their parents and are an active part of the discussion occurring. Tutors review reports and help tutees to set appropriate targets.</p>	<p>On-going</p> <p>Ongoing</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	JOW/AAR/HoYs
Improving the information for teachers	<p>Pupil profiles maintained and update – available on SIMS for all teachers</p> <p>Informal discussion between teachers at breaktimes</p>	5	<p>Start of Academic Year – updates provided to staff on how and where to access most recent information for SEN / Access Arrangements –</p> <p>Information in SIMS and ClassCharts for transparency and to ensure communication.</p>	<p>Ongoing</p> <p>On-going</p>	JOW

Focus / Target	Action	Priority 1=Low 5=High	Success criteria	Timescale	Responsibility
Tailoring training to staff and pupil needs.			Follow up with members of staff. Learning walks targeting varying needs.		JOW
	INSET training for staff (aim is to have one SEN inset per year)	4	<p>Throughout Year – Teachers are asked to review key information / feedback on pupil profiles, and all SEN status information is included in teacher marksheets.</p> <p>Learning Support provide template for adaptive teaching strategies within departments</p> <p>Profiles and passports contain clear guidelines and information for staff on how to provide for students.</p>	<p>On-going</p> <p>On-going</p> <p>On-going-profiles are live documents</p>	JOW