

# Three Year Accessibility Plan 2023-26

**References:** Equality Act (2010)

Date: September 2023

Review Date: **September 2026**

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## Seaford College

### SEND Accessibility and Access Plan 2023-26

The school is required under the Equality Act 2010 to have an accessibility plan. The purpose of this 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. It also seeks to work on improving the availability of accessible information to disabled pupils.

The **Equality Act 2010 defines disability** as: 'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities'.

The school will include at each practicable opportunity during routine maintenance to reduce the impediments to physically disadvantaged persons by managing its steps, stairways, exterior surfaces and paving, building entrances and exits (including those for emergency use), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverage, signs and furniture. The school will also consider which technologies can increase access to the curriculum for pupils with a disability.

The plan will be made available to all on the school website and will be monitored by the SMT and also by the School Committee on an annual basis. Where possible the school will arrange for training for staff to allow them to improve their understanding either of access to buildings or to the curriculum.

In the event of a complaint that cannot be resolved through discussion, the School's Complaints Procedure should be followed.

#### Curriculum

ACADEMIC AREA  <b>Where</b> do we want to make progress? <b>Key Activity</b>	ACCESSIBILITY ISSUE  <b>What</b> are we going to do? <b>Action</b>	PRIORITY  (1=LOW, 5=HIGH)	REMEDY  <b>How</b> will we know we have made progress? <b>Performance</b>	DATE OF COMPLETION	PERSON RESPONSIBLE
Increase access to the curriculum for pupils with an academic based disability	All lessons differentiated according to learning needs and ability.	5	Inset, CPD, prep audit, learning reviews and learning walks	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. 2025	JGI
	Embed differentiation and adaptive teaching within our Teaching and Learning Principles	4	Inset, CPD, prep audit, learning reviews and learning walks	Sept. 2025	JGI
	Teachers aware of pupil needs to support differentiation	5	Use of SEN 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 register has their needs assessed, and a support program issued.	On-going, last reviewed July 2024	JOW / SDA / KRE
	Improved physical access to mainstream curriculum	5	Ensure an appropriate classroom environment for pupils with ASC e.g. lighting	On-going	AAR / SDA / GB
		5		On-going	JOW / AAR / LG

	More differentiated examinations to cater for pupils with disabilities		Monitor and refine access arrangement processes for these pupils; develop new EAA template for invigilators.		
Improve assessment, student tracking and target setting policy and practice.	Continuously review Challenge Grades and progress to ensure that SEND pupil 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
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	<p>Ensure usage of technology to provide/capture information in alternative forms depending on need e.g. audio, immersive reader, dictation</p> <p>Ensure technology allows presentation of information to meet individual needs e.g. changing background colour, changing font.</p> <p>Ensure homework provided on Firefly to support organisation and time management</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>AAR / JOW / SDA</p> <p>AAR / JOW / SDA</p> <p>AAR / JOW / SDA</p>
Academic Access and Achievement (AAA) Cottage	Ongoing improvement of classroom facilities	3	Monitor access for 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

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.	On-going	JOW / AAR / LG
Increasing the impact of the AAA specialist support on curricular access, classroom practice and student performance.	<p>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.</p> <p>Staff should be aware of strategies to support progress of students to targets. These are available on SIMS, on the pupil profile.</p>	5	<p>All teaching staff have the data to measure their impact on individual student progress.</p> <p>Under-achievement of students with SEN and disabilities is demonstrably reduced via impact of advice and intervention from Academic Access and Achievement.</p> <p>Learning walks demonstrate profiles are read and taken on board. Profiles now also available using classCharts. Firefly pages and overall spreadsheet to provide ease of information on SEND students</p>	<p>On-going</p> <p>On-going</p> <p>On-going check</p>	JOW / AAR
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>CPD at INSET dedicated to "Supporting AEN in the classroom." Staff could opt in for this as additional training.</p> <p>Collaboration with other SENCo's to share best practice and disseminate to teaching staff</p>	On-going	JOW / SDA

<p>Consistency of behaviour expectations to ensure safety and wellbeing of all pupils</p>	<p>Ensure staff apply behaviour policy consistently and in an impartial manner</p>	<p>4</p>	<p>Department continuously in dialogue with No. 46 and Head of Years. SENCO attends fortnightly pastoral meetings.</p>	<p>On-going</p>	<p>JOW / WYA / No 46 / HoYs</p>
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**Physical**

BUILDING	ACCESSIBILITY ISSUE	PRIORITY (1=LOW, 5=HIGH)	REMEDY	DATE OF COMPLETION	PERSON RESPONSIBLE
Access audit	Potential poor accessibility of College areas	4	Undertake an 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"> <li>• Health and Safety Committee</li> <li>• Estates Committee</li> </ul>	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 2023-24. New wider pathways created along Chicken Walk, 6 <sup>th</sup> 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	GB

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 local 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 general estate. Annual maintenance of all road markings and pedestrian road crossings	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  Monitoring process shows that the College has made physical access improvements to site infrastructure through annual planned maintenance and improvement plans in place.	On-going	GB



**Information**

AUDIENCE	ACCESSIBILITY ISSUE	PRIORITY (1=LOW, 5=HIGH)	REMEDY	DATE OF COMPLETION	PERSON RESPONSIBLE
Improving information to parents of pupils with SEN	This will include: <ul style="list-style-type: none"> <li>• Precise literature for applicants explaining our SEN provision &amp; SEN policy.</li> <li>• Explaining why certain needs cannot be met with our expertise.</li> <li>• Information on the application process and how SEN will be assessed.</li> <li>• Precise information on the AAA lessons – frequency, length, cost etc.</li> <li>• How feedback on potential and progress will occur through meetings, reports etc.</li> <li>• Who their AAA professional is and how to contact them.</li> <li>• How, and when, to get further testing for exam concessions.</li> </ul>	5	Annually reviewed, in line with DfE guidelines on access.  Annual update of information in the pupil pack, website and prospectus.  At first meeting pre-arrival. Letters at appropriate times in the school year.  Regular correspondence with confirmation of provision, communication on EAA, SEN policy re-written, EAA guidance now written and in place.	Completed July 2024  On-going  Completed Sept 2024  SEND policy to be renewed 2025	JOW

	<ul style="list-style-type: none"> <li>Briefings for parents on how to help their children at home.</li> </ul>				
Improving information to pupils with SEN	<p>Teachers are encouraged to support pupil profiles (eg. Where copying of a board is difficult – provide typed notes)</p> <p>AAA Teachers help to represent the needs of their students to the subject teachers</p> <p>AAA 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>AAA 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. 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. New Progress plan in action by all members of the AAA department for each student.</p>	<p>On-going</p> <p>Completed September 2024</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	JOW

Improving the information for teachers	Pupil profiles maintained and update – available on SIMS for all teachers	5	Start of Academic Year – updates provided to staff on how and where to access most recent information for SEN / Access Arrangements – how to run reports in SIMS	Completed September 2024	JOW
Tailoring training to staff and pupil needs.	Informal discussion between teachers at breaktimes		Information in SIMS and ClassCharts for transparency and to ensure communication. Follow up with members of staff. Learning walks targeting varying needs.	On-going	
	INSET training for staff (aim is to have one SEN inset per year)	4	Throughout Year – Teachers are asked to review key information / feedback on pupil profiles, and all SEN status information is included in teacher marksheets.  Learning Support provide template for effective teaching strategies within departments  Profiles and passports contain clear guidelines and information for staff on how to provide for students.	On-going	JOW
				On-going	
				On-going-profiles are live documents	