



Seahaven Academy

Accessibility Plan



Seahaven Academy
The best in everyone™

Part of United Learning

1. Introduction

1.1 This Accessibility Plan (the “**Plan**”) should be read in conjunction with Seahaven Academy’s (the “**School**”) wider documentation, such as:

- [SEND Policy](#)
- [Supporting Students with a Medical Policy](#)
- [Health and Safety Policy](#)
- [Equalities Analysis and Objectives](#)
- [Behaviour Policy](#)
- Allergy and Anaphylaxis Management Code of Practice
- First Aid Code of Practice
- Food Safety Policy

1.2 The School is a community secondary school for students between 11 years to 16 years old. The School site comprises one large four-storey building, with a small car park, large playground, several small enclosed areas, and two large playing fields.

1.3 The School aims to:

- embrace a partnership between the School and home
- encourage all students of the School (the “**Students**”), School staff and parents / carers to have limitless ambition
- provide an excellent education to all our Students, underpinned by a culture of high expectations and standards in all we do
- be a highly inclusive school that caters for the needs of all Students’ academic, personal, and social development
- bring out the best in everyone

2. Aims

2.1 Schools are required under the *Equality Act 2010* to have an Accessibility Plan. The purpose of this Plan is to:

- increase the extent to which disabled Students can participate in the curriculum at the School
- improve the physical environment of the School to enable disabled Students to take better advantage of education, benefits, facilities and services provided by the School

- improve the availability of accessible information to disabled Students at the School
- 2.2 The School aims to treat all its Students equally and with respect. Providing access and opportunities for all Students without discrimination of any kind is paramount in being an inclusive school. The School is committed to providing an environment that enables full curriculum access and values all Students, staff, parents / carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.
 - 2.3 The School's three values are **Kindness**, **Confidence** and **Ambition** and we seek to intertwine these values with not only our curriculum but also our School site, the way we deal with all stakeholders, and the day-to-day operation of the School.
 - 2.4 Training of School staff is a crucial step in reducing any discrimination, therefore our School regularly trains all staff and governors on equality issues, including the *Equality Act 2010*.
 - 2.5 The School's [Complaints Policy](#) (available on the School website) also covers the Plan. If there are any concerns relating to accessibility in School, the Complaints Policy sets out the process for raising these concerns.

3. Legislation and Guidance

- 3.1 This Plan meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (the "DfE") [guidance for schools on the Equality Act 2010](#).
- 3.2 This Plan complies with Section 69 (2) of the *Children and Families Act 2014* Regulation 51 and also Schedule 1 of the *Special Educational Needs and Disability Regulations 2014*.
- 3.3 The *Equality Act 2010* defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
- 3.4 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.
- 3.5 Schools are required to make 'reasonable adjustments' for Students with disabilities under *the Equality Act 2010*, to alleviate any substantial disadvantage that a disabled Student faces in comparison with non-disabled Students. This can include, for example, the provision of auxiliary aid or adjustments to premises.
- 3.6 The School defines equality in line with the *Equality Act 2010* and recognises the following protected characteristics:
 - age
 - disability

- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

3.7 The School takes all advice, guidance and support needed to ensure that the School meets the needs of children and adults with disabilities, for example from healthcare professionals.

4. Action plan

4.1 This Plan shows how access can be improved for disabled Students, School staff and visitors to the School in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

4.2 It may not be feasible to undertake all of the works during the life of this Plan and therefore some items will roll forward into subsequent plans.

4.3 An accessibility audit will be completed by the School towards the end of each period covering the Plan and will be used to inform to actions of any subsequent plans.

4.4 The three areas considered in this Plan are:

a) **Improving Education and related activities** – the School will continue to seek and follow the advice of appropriate specialists. The School’s SENCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of Students with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider School activities, such as trips and extra-curricular clubs. School staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all Students. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of the School for the purpose of increasing the extent to which disabled Students are able to take advantage of education and benefits, facilities or services provided or offered by the School** – the School will take account of the needs of Students, School staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the School site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** – the School will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

4.5 The School has set the following priorities for the development of the vision and values that inform the plan:

- Improving access into and around the School site for Students, School staff, parents / carers and visitors with disabilities
- Improving the School site and environment to assist users with disabilities in accessing facilities safely
- Ensuring that the resources made available to Students with disabilities (and staff) are relevant, practical and effective
- Ensuring the School considers the extent to which Students with disabilities can participate in the School's curriculum

Seahaven Academy Accessibility Action Plan

2025 to 2028

Section 1: How does School deliver the curriculum? (Educational Provision)

Accessibility outcome	Actions	Person Responsible	Timescale
Ensure curriculum is accessible to all students	Adopt and adapt United Learning curriculum resources in all subjects. These have been designed to optimise the delivery of the curriculum with teachers making local adaptations. Adaptation of materials and aids that will be use to students with particular needs. Ensure learning support is provided, where needed, and reasonable adjustments and adaptations for individual students are made	SLT T&L Lead, SENCo, DDSL	Short to Medium term
Provide training for staff on inclusive teaching	Provide regular CPD sessions on adaptive teaching and assistive technology	SLT T&L Lead and SENCo	Short term (but ongoing)
Use of auxiliary aids and services	Invest in software, devices, support staff. Regular testing of students to see if additional exam support is required Provide laptops for students with physical impairments	SENCo, IT Lead and Business Manager	Short term (but ongoing)
Engage parents in accessibility planning	Include parents in SEND and accessibility consultations Liaise with the Local Authority for assistance and best practice, where necessary	SENCo, SLT T&L Lead	Medium term
Ensure that school trips are planned to be inclusive of all students	Trip leaders to plan school trips to take into account all needs and abilities Liaise with ESCC, if required, for support	Trip Leaders, SLT and EVC	Ongoing

Academically vulnerable student first approach	As set out in other Seahaven policy documentation, ensure that there is equity for disadvantaged students and that their needs are taken into consideration first when making any decision Monitor spending and make allowances / provide assistance for disadvantaged students so they do not miss out on any aspect of the curriculum	SLT Disadvantaged students lead, SLT	Ongoing
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Section 2: Is School designed to meet the needs of all Students? (Physical Environment)			
Accessibility outcome	Actions	Person Responsible	Timescale
Improve physical access to buildings	Review site accessibility and implement any changes that would be impactful and financially viable For example, instal ramps, widen doorways, add handrails, demarcation of pillars etc. Ensure school site is fully DDA compliant	Site Manager and Business Manager	Long term (but ongoing)
Ensure classrooms are accessible and efficiently functional	Review layout of furniture and teaching resources (e.g. smartboards and visualisers) to ensure best teaching practice Ensure seating plans in blue folders are considered, reviewed, implemented and monitored for effectiveness Ensure clear pathways Ensure classrooms are safe and welcoming places to learn	Classroom teachers, Site Team, SLT T&L Lead and Business Manager	Medium term (but ongoing)
Ensure classrooms are technologically up to date	Implement the United Learning Digital Strategy Provide staff and students with mobile devices where needed and/or where feasible	IT Lead, SLT T&L Lead, Digital Strategy Lead	Long term
Provide accessible bathrooms	Review facilities and upgrade where needed For example, install height-adjustable sinks, provide hoist-equipped hygiene rooms	Site Manager and Business Manager	Long term
Ensure outdoor facilities are accessible for all students	Review external areas for accessibility and implement any changes that are required	Site Manager and Business Manager	Medium term

Be responsive to any accessibility requirements that might be needed	For example, install a hearing loop for students who have hearing aids if there are students who are in need of this equipment	Site Manager and Business Manager	When required
Improve mobility around school site	Lift passes provided when required PEEPs drafted and filed for staff and students in need Reasonable adjustments made and allowed for	Site Manager, Business Manager and School Wellbeing Officer	Ongoing

Section 3: How does School deliver materials in other formats? (Provision of Information)			
Accessibility outcome	Actions	Person Responsible	Timescale
Provide information in accessible formats	Offer large print, audio, and translated materials (utilising our EAL subscription) where needed Provide accessible channels for parent-school communication For example, provide large print newsletters or via audio/visual means	SENCo, IT Lead and Business Manager	Short to medium term
Improve website accessibility	Audit and update school website for compliance For example, add alt text to images, ensure screen reader compatibility, use high contrast design	PA to SLT and Business Manager	Short term
Train staff on inclusive communication	CPD on accessible communication strategies	SENCo, DDSL and Pastoral team	Medium to long term
Consider students and parents/carers without access to electronic devices	Provide materials and communication in other formats Provide devices where needed Provide assistance with WiFi or connectivity to the Internet Provide IT literacy training for the community	IT Lead and Business Manager	Medium to long term
IT to be used appropriately to both enable and enhance access to the curriculum	Use of IT resources to be provided wherever possible to support staff, students, parents/carers so that everyone can be the in the best place to achieve the aims of the school	SLT and IT Lead	Ongoing

5. Monitoring Arrangements

- 5.1 This Plan will be reviewed every year. It will be reviewed by the LGB, the Principal, SENCo and Health and Safety lead. Actions will be RAG-rated upon each annual review to show progress against stated timescales.
- 5.2 Timescale guidance:
- Short term – means in the next academic year
 - Medium term – means in the next two (2) academic years
 - Long term – means in the next three (3) academic years