

2025

# Accessibility Plan



SOUTHCHURCH  
HIGH SCHOOL

The document will be reviewed **every three years** (but may be reviewed and updated more frequently, if necessary)

	Date
Date of document	November 2025
Review date:	November 2028

## Aims

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 students with disabilities can participate in the curriculum;
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to students with disabilities.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Southchurch High School provides a community of opportunity, learning and aspiration. We are committed to ensuring students grow holistically and believe that every student deserves the opportunities to succeed. We therefore ensure that all students, staff, parents and visitors are treated with respect and due regard. We aim to promote a culture of inclusion and diversity in which everyone can participate in school life.

The plan will be made available on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to the accessibility in school, the complaints procedure sets out the process for raising these concerns.

## Legislation and Guidance

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 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.

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.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



### Action Plan 2025-2028

Aim	Objectives	Action to be taken	Person responsible	Success Criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>To ensure that our curriculum meets the needs of our learners in line with changes to examinations</p> <p>To ensure LSAs are deployed appropriately to support students</p> <p>To carry out a programme of CPD to ensure staff are up-skilled on how to meet the needs of our students</p> <p>To offer a range of targeted provisions, such as reading interventions</p>	<p>Curriculum review undertaken by Teaching and Learning Team</p> <p>Needs of students are reviewed and support deployed appropriately</p> <p>Programme of CPD planned to focus on adaptive teaching</p> <p>Targeted provisions continue to be developed to support students in accessing the curriculum</p>	<p>SLT</p> <p>SENDCo</p> <p>SLT</p> <p>SENDCo/SLT</p>	<p>Students achieve qualifications that are appropriate to their academic and physical ability</p> <p>LSAs are used effectively in class to support learning</p> <p>Students are able to access quality-first teaching regardless of their need</p> <p>Targeted provisions ensure students gaps are filled allowing them to access more of the curriculum</p>
<p>Improve and maintain access to the physical environment</p>	<p>To continue to develop our site in line with the needs of our students</p> <p>To ensure that all equipment on the school site is maintained in line with the manufacturer's guidelines</p>	<p>SENDCo to work with outside agencies on individual cases to ensure the site can meet specialist needs</p> <p>SENDCo, Director of Finance &amp; Resources to work with outside agencies as required</p>	<p>SENDCo/Director of Finance &amp; Resources</p> <p>SENDCo/Director of Finance &amp; Resources</p>	<p>All students are able to access the site fully</p> <p>All students are able to access the site fully</p>



<p>Improve the delivery of information to students with a disability</p>	<p>To monitor signage to ensure that all members of the school community can access the information that they need</p>	<p>SENDCo to work with outside agencies to ensure signage is meeting the needs of all students</p>	<p>SENDCo/Director of Finance &amp; Resources</p>	<p>All students are able to access the site fully</p>
	<p>To ensure that resources are modified as necessary</p>	<p>SENDCo to work with teaching staff and Exams Officer to ensure resources are modified accordingly</p>	<p>SENDCo/Exams Officer</p>	<p>All students are able to access all resources and exams regardless of need</p>

### **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

### **Links with other policies**

The accessibility plan is linked to the following policies and documents:

- SEN Policy
- Health and Safety Policy
- Special Educational Needs (SEN) Information Report
- Equality Policy and Objectives