



Blatchington Mill School

Accessibility Plan

Adopted: January 2026

Review date: December 2026

Definition of Special Educational Needs and Disability

In this plan 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial, adverse, long-term effect on the individual's ability to carry out normal day to day activities.

Definition of Special Educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

We also make use to the Equalities Act (2010) and the ongoing SEND and Alternative Provision Improvement Plan reforms,

Our Philosophy

The whole school community constantly works toward developing a welcoming environment for all students including those with SEND and Disabilities. We strive to include all students in all aspects of school life as Blatchington Mill believes that inclusion enriches all.

We believe that:

- All students have an entitlement to a broad and balanced curriculum.
- All students should be encouraged, valued and accepted whatever their individual need.
- The classroom teacher has primary responsibility for providing all students with access to the curriculum.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school 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).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Contextual Information

Blatchington Mill School is a large mainstream secondary school which caters for children in Years 7-11. The school has a range of equipment already in place which supports accessibility for our disabled students, these include: 3 lifts, ramps, a hygiene suite, chair lifts, hoists and evac chairs at various points throughout the school.

The main entrances to both sites have level access however access to other areas of the school at both sites, contain steps. Currently we have no students who are wheelchair users, however we have a number of students and staff that may require support to access the site due to injury or ongoing health conditions.

Whole School Inclusion Culture

We pride ourselves on being an inclusive environment in all we do and acknowledge the need to ensure that inclusion is at the heart of all we do as a school.

We review our inclusive practices in a wide range of ways, accessibility is reviewed through our student voice and day to day narrative of students' experience in school. The SEN team is the operational centre of inclusion and we ensure that all school environments are accessible to students through working directly with students and families.

Blatchington Mill School has adopted this accessibility plan in line with the school's **Special Educational Needs and Disability (SEND) Policy and Equality Act (2010)** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This accessibility plan forms part of the school's SEND Information Report and shall be published on the school's website.

Our **SEND Policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, 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 part of the SEND provision.

Please refer to our **SEND Policy** for an outline of our full provision to support pupils with SEND.

Current Position

Attendance: There is current progress to be made in ensuring that SEND learners are able to access education and learning in line with their non-send peers. Currently SEN K attendance is 86.5% and SEN E attendance is 68.19% compared to non-send attendance at 91.45% (16/03/2026)

Enrichment participation comparison - Students with SEN are continuing to be more engaged with trips growing from 85.85% attending a trip in 23/24 to 90.52% attending a trip on 24/25. Student leadership is an area for improvement with only 5.54% of senior students being SEN K and 1/85% being SEN E. Work is ongoing to monitor all students' engagement with enrichment activities.

Progress Data - Based on 24/25 Dfe Data, Nationally, only about 13% of pupils with an EHCP and 37.8% of those with SEN Support achieve 4+ in English and Maths, compared to over 70% of pupils with no identified SEN achieved 4+ in English and Maths. At Blatch 25% of SEN E students in 24/25 achieved 4+ in English and Maths and 58% of SEN K students achieved 4+ in English and Maths. We are currently doing better than national progress, however our SEN gap is growing. Our 24/25 data suggests a gap of 25% between non-sen students achieving 4+ in English and Maths compared to SEN K students.

Site Access - We continue to be a highly accessible site due to the flat nature of the buildings, access to lifts and wide range of wheelchair ramps around the school site.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all students. We aim to meet every child’s needs within inclusive classes where at all possible.

It is a core value of the school that all students are enabled to participate fully in the broader life of the school. Consequently, we strive to enable all students to attend age relevant after school clubs, leisure and cultural activities and educational visits.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and formally reported to the Full Governing Board through a review of the impact statements listed in this table. In addition, The Governing Board will monitor implementation of this plan through termly committee review and SEND Link Governor oversight, with a formal annual impact report presented to the Full Governing Board.

Target	How	By when	By who	Success Criteria
<p>Access to Curriculum</p> <p>Ensure teachers are planning differentiated and appropriate learning.</p>	<p>Ensure teachers understand their responsibility as outlined in Equalities Act 2010 and the Code of Practice 2014 and provide CPD to support practice in the classroom</p>	Ongoing	SENCo, AHT (SEND), SLT and teaching staff	High quality teaching and learning is available to all students within mainstream classes, as measured by lesson observations and SEN progress data. Reviewed in bi-annual SEN meetings..
<p>Ensure effective interventions are in place for students with SEN and disabilities to support mainstream learning</p>	<p>Identify student needs and plan, teach and resource effective interventions</p>	Ongoing	SENCo and Deputy SENCo	Students with SEN and disabilities are well supported with their needs, interventions reflect EHCP outcomes and response to need.
<p>Develop Key Stage 4 offer to include further Entry Level qualifications</p>	<p>Work with Deputy Head T&L to explore accessible courses.</p>	July 2026	SENCo, AH (SEND) and DH (T&L)	Students are able to access mainstream teaching for all option subjects at Key Stage 4.

<p>Access to Technology</p> <p>Students with SEN and disabilities are able to use Chromebooks effectively and any assistive technology required is available</p> <p>Access arrangements which require the use of a word processor are effectively managed with Chromebooks or other devices are necessary</p> <p>*Please see link to schools website accessibility compliance.</p>	<p>Review use of Chromebooks, assistive technology and AI in the classroom.</p> <p>Review accessibility of the school's digital information, based on digital accessibility standards.</p> <p>Ensure that all students requiring a chromebook for exams are able to access this.</p>	<p>Oct 2026</p> <p>Ongoing.</p>	<p>SENCo and SEN Team</p> <p>SENCo and EAA Lead.</p>	<p>Chromebooks used effectively and successfully with assistive technology - Evidenced through GCSE outcomes of students in receipt of WP and assistive tech in SEN plans.</p> <p>Access arrangements successful for students as evidenced in yearly review.</p>
<p>Access to site</p> <p>Ensure site to accessible to all students, parents and community members</p> <p>Ensure equipment is fit for purpose and staff are trained to use it safely</p> <p>Ensure that there are opportunities to reflect on staff wellbeing.</p>	<p>Review site and facilities</p> <p>Creation and termly review of PEEPs</p> <p>Review emergency evacuation plans, equipment and staff training</p> <p>Review staff wellbeing within the workplace.</p>	<p>Ongoing and by July 2026</p>	<p>SENCo, AHT and Business Manager</p> <p>Business Manager</p>	<p>School environment is safe and accessible for all, evidenced through SEND attendance and discussion around possible barriers to attendance (ATTENDS, Pastoral Meetings)</p>
<p>Access to enrichment activities</p> <p>Ensure there is a wide range of enrichment activities available to students with SEN and disabilities</p> <p>Ensure that school trips are available for students and SEN and disabilities</p>	<p>Work with PE and extra-curricular lead to ensure that inclusion is embedded into plans to develop provision.</p> <p>Work with AH (Student Development) to monitor the inclusion of SEN students and consider ways to promote inclusion for all students.</p>	<p>July 2026</p>	<p>SENCo, Extracurricular lead, AH (Students Leadership)</p>	<p>Student engagement reflects SEN student ratios across the school. (measured through tracking on enrichment activities)</p> <p>Student voice reflects that students feel part of the community and</p>

				able to access all trips/activities and school experiences.
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Review of this Plan:

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school. Within the Autumn of 26/27 the school will collate information from school visitors, parents, and pupils through annual surveys" to inform the plan's modifications for Dec 2026.