



Bridlington School

Special Educational Needs and Disabilities (SEND) Policy



Approved by:	Full Governing Board	Date: September 2026
Last reviewed on:	July 2026	
Next review due by:	September 2027	



Contents

1. Aims	3
2. Legislation and guidance	3
3. Definition of SEND	3
4. Roles and responsibilities	4
5. Identification and assessment of need.....	4
6. The graduated approach	5
7. Pupil and parent/carers involvement (co-production)	5
8. Provision	5
9. Accessibility and Equality Act 2010 duties.....	6
10. Mental health and SEMH provision	6
12. Transition planning.....	6
13. Monitoring outcomes and evaluating provision	6
14. Staff training and expertise	7
15. Complaints, mediation, and SEND Tribunal.....	7
16. Links with other policies	7
17. Annual SEND Information Report	7
Appendix A – Accessibility Plan	8
Appendix B – East Riding Local Offer link	24



1. Aims

This policy aims to:

- Set out how our school supports students with SEND, ensuring compliance with the Children and Families Act 2014 and SEND Code of Practice (2015).
- Promote a culture of inclusion, high expectations, and equality of opportunity.
- Ensure pupils and families are fully involved in decisions about support (co-production).
- Provide a clear graduated approach to SEND support (assess, plan, do, review).
- Define roles, responsibilities, and accountability for SEND provision.

2. Legislation and guidance

This policy is based on:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- SEND Regulations 2014
- *Working Together to Safeguard Children* (2023)
- *Mental Health in Schools* guidance (DfE, 2021)
- East Riding Local Offer

3. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them (CoP, 2015). This includes:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional, and mental health (SEMH) needs
- Sensory and/or physical needs

4. Roles and responsibilities

Governing Board

- Ensures compliance with legislation.
- Monitors SEND outcomes, attainment gaps, attendance, and exclusions.

Headteacher

- Holds overall responsibility for SEND provision and deployment of resources.

SENDCO (qualified with NPQ SEND (from 2025 onwards) or NASENCO award (before 2025))

- Oversees day-to-day SEND provision.
- Liaises with staff, parents, pupils, governors, and external agencies.
- Maintains the SEND register, and ensures documentation is up to date and accurate and provision is implemented.

SEND Manager

- Liaises with staff, parents, pupils, governors, and external agencies.
- Coordinates support and interventions for students
- Is responsible for a caseload of students with SEND.

Teaching Assistants (TAs)

- Deliver interventions and support in class.
- TAs are trained in specialist areas including literacy, numeracy, SEMH, and Autism.

Teachers

- Responsible and accountable for the progress of all pupils in their class.
- Implement Quality First Teaching and make reasonable adjustments.

5. Identification and assessment of need

- Needs identified early through teacher observation, baseline assessments (NGRT, CATs), and specialist assessments (Lucid, DASH, CTOPP2, WRAT4).
- Parents and pupils can raise concerns directly.
- Teachers receive training to identify emerging needs and refer to SENDCO.

6. The graduated approach

Following the Code of Practice's *assess, plan, do, review* cycle:

- **Assess** – Initial concerns raised and evidence gathered.
- **Plan** – Support agreed with parents, pupils, and staff; recorded on Student Passports.
- **Do** – Interventions delivered at Wave 1, 2, or 3.
- **Review** – Termly reviews with parents and pupils; provision adapted as necessary.

7. Pupil and parent/carers involvement (co-production)

- Parents and pupils are involved in decision-making at every stage.
- Student passports and one-page profiles reflect pupil voice.
- Annual surveys capture parent/carers and pupil feedback, feeding into provision planning.

8. Provision

- **Ordinarily Available Provision**- The inclusive support, strategies, and resources that are available to all pupils as part of everyday school life, helping every child to access learning and participate fully.
- **High-Quality Teaching** - High-quality teaching is the foundation of support for all pupils, including those with SEND. It is the first response to meeting individual needs and aims to remove barriers to learning through effective classroom practice.
- **Adaptive Teaching**- Teachers adapt their teaching, resources, and classroom environment to meet the strengths and needs of individual pupils, enabling them to access the same ambitious curriculum as their peers.
- **Targeted Support**- When high-quality adaptive teaching alone is not enough, additional support may be provided to help pupils achieve specific outcomes and make progress in identified areas of need.
- **Specialist ProvisiON**-For some pupils with more complex or persistent needs, specialist provision may be required. This may include personalised support, specialist programmes, or advice and involvement from external professionals to help meet their identified needs.

9. Accessibility and Equality Act 2010 duties

- School meets its duty to make anticipatory reasonable adjustments.
- Accessibility Plan (Appendix A) sets out ongoing improvements to physical environment, curriculum, and communication.
- Adjustments are proactive, not reactive.

10. Mental health and SEMH provision

- SEMH needs supported through pastoral team, mentoring, and external services (e.g., CAMHS).
- Staff trained in mental health first aid.
- Links made to safeguarding and attendance policies.
- Interventions reviewed to prevent exclusion and improve attendance.

11. Working with external agencies and alternative provision

- External agencies include Educational Psychology, CAMHS, Speech and Language Therapy, Occupational Therapy, Sensory and Physical Support Service.
- Where Alternative Provision (AP) is used, SENDCO ensures provision is maintained, support continues, and outcomes are monitored.

12. Transition planning

- **Y6–Y7:** Enhanced transition visits, data sharing with primary schools.
- **KS4–KS5:** Careers guidance, transition planning, and support into college, sixth form, or apprenticeships.
- **Post-18:** EHCP reviews include preparation for adulthood.

13. Monitoring outcomes and evaluating provision

- Pupil progress tracked using academic data, attendance, behaviour, and wellbeing measures.
- Governors receive termly SEND data reports.



- Outcomes evaluated through attainment gaps, exclusion rates, and pupil/parent voice.

14. Staff training and expertise

- All teachers trained in Quality First Teaching strategies.
- Regular professional development on SEND, safeguarding, and mental health.
- TAs trained in interventions, assessment tools, and specialist areas.

15. Complaints, mediation, and SEND Tribunal

- Complaints follow the school Complaints Policy.
- Parents can request independent mediation via the LA before appealing to the SEND Tribunal.
- Tribunal routes explained clearly to parents.

16. Links with other policies

- Accessibility Plan
- Safeguarding and Child Protection
- Attendance
- Behaviour
- Supporting Students with Medical Conditions

17. Annual SEND Information Report

This policy is used in conjunction with the SEND information Report. Both will be updated annually. The report will be clearly published on the school website, outlining:

- SEND provision and interventions
- Support available to families
- Links to the East Riding Local Offer

Appendix A – Accessibility Plan

Part 2 – Accessibility Plan Information

To enable us to develop/update your school's Accessibility plan, please provide the information below. The plan will be included as an appendix within the Equality Policy that we produce for you.

School Information	
Lead Contact on the accessibility plan (usually the same as the Equality Policy)	Helen Evans – Finance & Operations Manager
Lead Contact Telephone Number	01262 672593
Lead Contact Email Address	evansh@bridlingtonschool.org.uk
Lead Governor name	

As part of developing or reviewing your Accessibility Plan, you will need to undertake an annual Accessibility Audit. This should be completed by more than one person including teachers, SENCO, parents, pupils and Governors.

Accessibility Audit		
A. External Approach and Entrance	Yes/No/N/A or other	Please give details
Is the school main entrance clearly visible and well signed? (i.e. can you identify the entrance from the street, are there visual clues, signs and landmarks to aid orientation)	Yes	Large signs at each entrance on surrounding roads.

SEND POLICY

Is the route to the entrance, from either the street or car park, suitable? <i>(i.e. is there an incline, does this pose a problem for wheelchair users, do crossings on approach have tactile paving, are the pathways wide enough or, if narrow, is there a suitable passing place for wheelchair users, are plants and trees cut back to avoid hazards, are the routes free from hazards such as bollards and litter bins, if there are such hazards are they colour contrasted, is there any seating provided along routes for parents/guardians waiting to pick up pupils)</i>	Yes	The path from Bessingby Road to the reception building is on a level, with a lowered kerb leading onto a zebra crossing to the visitors' car park. The pedestrian area at the edge of the visitors' car park is clearly marked. There is no tactile paving leading to crossings nor at the side of the pedestrian walkway through the car park.
Is the surface in front of the entrance (walkways/paved areas) of good quality? <i>(i.e. are there any trip hazards, would the surface cause issues for a wheelchair or stick user, are the surfaces even and slip resistant, are there any gaps or cracks that could trip people or trap wheelchair wheels)</i>	Yes	Improvements have been made to the entrance to the school's reception since the last inspection.
Is the main entrance accessible? <i>(i.e. are the doors manual or automatic, if manual - are the doors stiff or heavy and is the handle low enough for wheelchair users, is the door(s) wide enough for wheelchair users, is there a bell or intercom and is it low enough for wheelchair users, if there is a bell or intercom - does it have braille on the buttons and/or an LED display for the hearing impaired, are there staff on hand to help, is the signage good and clear - for the visually impaired the maximum contrast between lettering and background is recommended such as white on black/black on white/dark colour on pale colour, is the entrance glazed so that people waiting to either side of the door can be seen by people on the other side)</i>	Yes	The entrance doors to reception are automatic and do not require an intercom for access. The reception desk is a suitable height for visitors and two of the reception chairs have arms. There are two receptionists on hand at most times during the school day. Any assistance needed for visitors would be arranged in advance. Doors are glazed and persons on the other side can be easily seen.
If there are any ramps or steps, are they suitable? <i>(i.e. are ramps wide enough to allow wheelchairs to use them and are they suitably graded, do ramps have handrails to aid walkers on both sides, are ramp surfaces slip-resistant and firmly fixed in place with no risk of movement when used, are ramp edges protected to prevent accidents, are ramp surfaces colour contrasted to aid the visually impaired, do steps have visual and tactile warnings at both top and bottom, do steps have handrails to aid walkers on both sides, are steps slip-resistant)</i>	N/A	These are not needed at reception.

SEND POLICY

B. Car Parking	Yes/No/N/A or other	Please give details
Are the parking bay markings well laid out and clearly visible?	Yes	
Is there good signage in the car park? <i>(i.e. is there a one-way system and is this clearly signed - for the visually impaired the maximum contrast between lettering and background is recommended such as white on black/black on white/dark colour on pale colour, is the entrance/exit for the car park clearly shown, is the route to the school entrance clearly shown)</i>	N/A	The visitors' car park is situated in front of the reception building – there is only one entrance onto site – minimal signage is needed. The main car park is used for staff unless specific events are taking place or visitors expected. Again, there is minimal signage.
Does the car park have suitable lighting? <i>(i.e. if leaving or arriving early/late, is there enough lighting, are any steps and ramps suitably illuminated during darker hours)</i>	Yes	There are no ramps or steps in the carpark, just dropped kerbs – these are not illuminated.
Is there a drop-off/pick up point marked out? <i>(i.e. is the area well marked out and clearly signed, is there any seating for people waiting to be picked up)</i>	N/A	There are no designated pick up points within either the visitor or main car park. However, arrangements would be made for any student/member of staff if this was needed.
Are there any disabled parking spaces? <i>(i.e. how many are there, how accessible are they, how close to the school entrance are they, are they clearly marked and well lit, are they signposted from the entrance of the car park, do the bays have enough space for car doors to fully open - allowing disabled passengers to transfer to wheelchairs)</i>	Yes	There are 6 disabled spaces at the lower end of the staff car park and a further two outside the sports hall, which is adjacent to reception. Disabled spaces are reserved for regular users to ensure these are left free, otherwise these are parked in by other members of staff.
Is the route from the car park to the school suitable? <i>(i.e. are walking routes for slow moving people through the car park provided and clearly marked, are there dropped kerbs for wheelchair users, are there tactile surfaces to warn the visually impaired)</i>	In part	Visitors with accessibility needs would be met at reception wherever possible, due to the size of the site. Where this is not possible, arrangements would be made for parking within the main school car park and the nearest available ground floor meeting room made available. Dropped kerbs for wheelchair users are in place within the car park, however once leaving the car park, pavements end and the pedestrian routes are one level. Driving on the school site is limited to the car park. On occasion, deliveries made need to drive further than this, but these are supervised by the caretaking staff.

SEND POLICY

		There are no tactile surfaces anywhere on site, however the level of eyesight of school users does not require this. The school is considerate of visitors and makes appropriate adjustments where needed. The surface of the main car park and some other areas of the site remain uneven. Improvements are expected to be made in the next academic year (2025-26) through the PFI lifecycle mechanism. There are no walking routes for slow moving people in the main school car park, only in the visitors' car park.
C. Reception Areas	Yes/No/N/A or other	Please give details
Is the reception desk area suitable for all users? <i>(i.e. is it low or have a lower section, is there room to manoeuvre a wheelchair around to the desk, is the reception area flooring clearly marked with contrasting colours, is the area behind the reception desk suitable for disabled staff to work)</i>	Yes	The desk is at a height suitable for wheelchair users. At present, the space behind the desk is not sufficient for a wheelchair user, but this could be adjusted should this become necessary in the future.
Is there any seating in the reception area? <i>(i.e. do any of the chairs have armrests for people who have difficulty standing)</i>	Yes	There are two chairs with arms for those who have difficulty standing
Does the reception area have a fixed or portable hearing loop system? <i>(i.e. is there any signage indicating the availability of this system, are staff aware of the facility and its use) Please note that a portable hearing loop is a recommended minimum requirement.</i>	No	To be arranged if this becomes necessary.
Are assistance dogs welcomed in the reception area?	Yes	
Is there good signage in the reception area and is it suitable? <i>(i.e. for the visually impaired - colour contrast between lettering and background)</i>	Yes	
D. Internal Circulation – floors, doors and corridors	Yes/No/N/A or other	Please give details

SEND POLICY

Is all signage in the main school areas (i.e. corridors, classrooms and halls) suitable? <i>(i.e. is direction signage clear and suitable - for the visually impaired the maximum contrast between lettering and background is recommended, such as white on black/black on white/dark colour on pale colour, are classroom signs and displays clear and suitable for the visually impaired and understandable by all pupils and staff, are the locations of standard and disabled toilet facilities clear signed and appropriately for the visually impaired)</i>	Yes	All school signage is dark on a white background. Disabled toilets are available in the majority of blocks and are clearly labelled as such.
Is the access to all areas of the school building suitable? <i>(i.e. is there room for all users to move freely in all corridors and halls, are all corridors wide enough for wheelchair users to manoeuvre whilst still permitting other users to move past freely, is the overall layout of the school reasonably clear and logical)</i>	In the majority	The majority of the school site and the areas which are used regularly for teaching have wide and spacious corridors. One-way systems are used in parts of the school for ease during student movement times. The school is made up of a number of separate buildings and divided into curriculum areas for ease (i.e. there is a corridor where only Maths teaching takes place) however it is still a very large site for anyone using a manual wheelchair. There are some areas of the school where room is limited. This is detailed in full in “access to all floors” below.
Are the floor surfaces inside the school suitable? <i>(i.e. are there any trip hazards or other obstacles, is the flooring slip-resistant, are junctions between surfaces clearly detailed, are the colours, tones and textures varied between surfaces and fixtures and fittings to help people distinguish them, are the floors suitably colour-contrasted from the walls or skirting boards)</i>	In the majority	All walkways are kept free of hazard and floor surfaces in good condition. Entrances have barrier matting to absorb water brought in on footwear. Walls and floors can be similar in colour, in a small number of locations.
Are the doors into classrooms and halls suitable? <i>(i.e. are doors distinguishable from walls and other surroundings, if there are any fully glass doors - are they clearly marked to avoid accidents, are all doors wide enough for wheelchairs, where doors are manual - are they stiff or heavy and are the handles low enough for wheelchair users, do all doors - where appropriate - have vision panes and are they low enough for wheelchair users and kept notice free)</i>	In part	There are no fully glass doors on site. Doors are sufficiently wide for wheelchair users. The majority of doors in school have sufficiently low vision panels, with the exception of the rooms in the Performing Arts department. There will be full length glazing to the courtyard canopy, decals will be added to each pane to make this obvious.

SEND POLICY

		All internal and external doors are manual, a wheelchair user would not be able to open these without assistance.
Is access to all floors suitable? (i.e. are there any stairs in the school - is there alternate access, such as lifts, ramps, etc, do lifts have braille/LED display on the signs and buttons and verbal indicators of floors, do lifts have support rails and are they wide/large enough to allow wheelchair user access, Is there a delayed-action or override to allow slow entry/exit, Is there an audible announcement of floor level that is loud enough for the hearing impaired, are edges of any stairs painted yellow to aid the visually impaired, do stairs and ramps have tactile warnings at both the top and bottom, do any stairs and ramps have handrails on both sides to aid walkers, are they suitably graded and slip-resistant)	In the majority	A number of the school blocks have both ground and first floors. Passenger lifts can accommodate wheelchair users in the majority of locations. Passenger lifts can only be used by the use of a key, but have braille markings on the floor buttons and an LED display of which floor you are on. There are support rails and also a fold down chair. Doors can be prevented from shutting by holding the door open button. Arrival at a floor is indicated by a tone. All internal stairs have a light tread and dark edge (or vice versa) External steps are painted with yellow lines. All stairs and ramps have handrails. Wider staircases have a handrail at one side. In the main, stairs are suitably graded and are slip resistant. The age of the main school means there are a number of smaller, steeper staircases, but the use of these is limited to staff. Reasonable adjustments would be made for any member of staff if needed. The school site comprises of a number of different blocks: Reception – ground floor building, no access issues. Disabled toilet and shower room. Sports Hall – ground floor building, no access issues. Disabled toilets. English Block – ground floor building, no access issues. Nearest disabled toilet in Maths or Performing Arts.

SEND POLICY

		Maths/Hums block – ground and first floor with passenger lift. Disabled toilet on ground and first floors. Evac chair equipment and refuge point on first floor. Performing Arts block - round and first floor with passenger lift. Disabled toilet on ground and first floors. Evac chair equipment and refuge point on first floor. ADT block – ground floor building, no access issues. Nearest disabled toilet on the admin corridor. Science Block - ground and first floor with passenger lift. Disabled toilet on first floor only, nearest ground floor toilet on the admin corridor. Evac chair equipment and refuge point on first floor. Old Gym – ground floor building with alternative entrance for wheelchair users. With this being an older building, the corridor leading to the changing room is narrow as are the doors. There is no disabled toilet, the nearest one is in the admin corridor of the main school. The Junction – this is a small ground floor building with disabled access and a disabled toilet. The rooms are small, but with thought, could accommodate a wheelchair user. Harland House – a two-storey building that was previously a caretaker's house, this is unsuitable for wheelchair users on a long-term basis due to the lack of toilet facilities on the ground floor. Main School: Dining rooms – ground floor, lack of space for wheelchair, but adjustments could be made if needed. Sixth form centre – ground floor, accessible to wheelchair users. Year 11 common room – ground floor, accessible to wheelchair users.
--	--	---

SEND POLICY

		Assembly Hall – ground floor, accessible to wheelchair users from one entrance. IT Rooms – the preferred room for use would be IT1 which is on the ground floor. Other IT suites are on the first floor. To access these, a wheelchair user would need to use the passenger lift in Performing Arts, then a small stair lift, before arriving at the other IT rooms. Student Support Corridor – this is located on the first floor. This can be accessed but would require the use of another stair lift after those listed above for the IT rooms. There are no disabled toilets in this area of the school, to reach these, it would require a return journey using both stair lifts back to Performing Arts. LAC Student Support – this is located on the second floor. There is no lift access to this area and so is inaccessible to wheelchair users. The age and layout of the main school building is challenging for wheelchair users. However, with careful timetabling and appropriate reasonable adjustments, there should be little issue in accommodating wheelchair users, be they staff or student. Harland House Attic – this is located on the second floor. There is lift access to this area of the building, but being the attic of a very old building, the corridors are narrow and the rooms small, as a result this area is inaccessible to wheelchair users. External steps are repainted upon request.
--	--	--

SEND POLICY

Are exits to outside play/sports areas suitable? <i>(i.e. are there any steps that would prohibit wheelchairs, if there are steps - are the edges painted yellow to aid the visually impaired, are there any ramps, are the doors wide enough for wheelchairs, if there are ramps or steps - are there handrails on both sides to aid walkers and are there tactile/visual warnings at both the top and bottom)</i>	In part	Astro pitch – level access would permit wheelchair users. External tennis / netball courts – stepped entrance, inaccessible for wheelchair users. Front field – there are stepped banks leading down to the front field where the football and rugby pitches are available. In summer the area is used for athletics. When weather permits the area is open to students at break and lunch. Although the field could be accessed, a wheelchair user would need to proceed to the far side to enter on a level surface, should they wish to do so.
E. Internal Rooms	Yes/No/N/A or other	Please give details
Is there plenty of room to move around in the classrooms? <i>(i.e. could the classroom accommodate wheelchair or stick users, can tables and chairs be easily rearranged if needed to accommodate wheelchair users)</i>	Yes	With careful timetabling, students using wheelchairs could be placed in a classroom that would be most suitable to being rearranged in a suitable layout.
Do the classrooms and halls have hearing loops installed?	No	
Are the rooms suitably lit? <i>(i.e. is the lighting designed to meet the needs of a wide range of users and for the intended use - including the visually impaired, are lights positions so that they do not cause glare, reflection, confusing shadows or pools of light and dark, do the rooms have controllable lights and/or blinds for windows,</i>	Yes	
Are the noise levels in the classroom suitable? <i>(i.e. are quiet and noisy rooms separated to create a buffer zone, are the rooms free of unnecessary obtrusive noise such as heating/air conditioning units)</i>	Yes	
Are chairs with arm rests and/or adjustable chairs available if needed? <i>(i.e. in the staff room, in classrooms)</i>	Yes	

SEND POLICY

Are the dining facilities suitable? <i>(i.e. do dining room counters have lower level access for wheelchair users, is there good room for wheelchair user to use and manoeuvre in the hall, do the dining room counters have hearing loop facilities, do the counters have a handrail for people with dexterity impairments, if you have vending machines - are they accessible to seated people, do they have Braille and LED displays or audible responses)</i>	In part	The space in the dining rooms is limited but could be rearranged for wheelchair users to have their lunch. Assistance would need to be provided in purchasing a lunch due to the lack of space at the counters. There are no handrails in the rooms or on the counters. The counters are not low for wheelchair users. There are no vending machines in school. Outside, two of the external dining tables are suitable for wheelchair users.
Are the school's non-classroom facilities suitable (e.g. library, sports, IT suites, main hall, etc)? <i>(i.e. does the library counter have a lower level, is there disabled changing facilities in the sports area and is it suitable for all users, is there access to any staging in the main hall for disabled people, is there seating or spaces in the audience areas for disabled access, does the hall have facilities for hearing or visually impaired people, do these facilities include hearing loops, is the signage in these facilities clear and suitable for the visually impaired, do the IT facilities cater for people with specific needs)</i>	In part	Changing facilities in the Sports Hall are spacious enough for wheelchair users, but there is no private changing space. In the assembly hall, there is adequate access to the hall floor. Access to the main stage is possible, but this is rarely used for school events. There is no hearing loop. The school is in the process of creating a Digital Strategy that specifically addresses IT requirements for all users, to strengthen the individual arrangements being used at present.
F. Toilet facilities	Yes/No/N/A or other	Please give details
Does the school have specific disabled toilets? <i>(i.e. are they accessible for wheelchair or stick users, how many are there, where are they located - proximity to classrooms and sports/play areas, are the signs for the disabled toilets suitable - for the visually impaired - colour contrast between lettering and background, do they have braille signs as well)</i>	Yes	Reception –Disabled toilet and separate toilet & shower room. Sports Hall – Disabled toilets. English Block –Nearest disabled toilet in Maths or Performing Arts. Maths/Hums block –Disabled toilet on ground and first floors. Performing Arts block - Disabled toilet on ground and first floors. ADT block –Nearest disabled toilet on the admin corridor. Science Block - Disabled toilet on first floor only, nearest ground floor toilet on the admin corridor. Old Gym – Nearest disabled toilet on the admin corridor. The Junction – Disabled toilet.

SEND POLICY

		Harland House – No disabled toilet provision. Main School – Disabled toilet and shower on the admin corridor.
Are the disabled toilets suitable? <i>(i.e. colour contrasting handrails on walls, space to transfer from wheelchair to toilet, emergency pull cord, low level access to washing facilities, are the floors slip-resistant, are all the fittings distinguishable from the background, are hand dryers and sanitary ware easily seen against their surroundings, are compartment doors easy to open both for standing and seated people, are cubicle doors colour-contrasted against the panels, are lever style taps provided to aid people with dexterity impairments, are the facilities for disabled people as close by as the non-disabled facilities, are there suitably designed grab rails throughout, is there a back rest provided to the toilet pan, is the flush handle suitable for people with dexterity impairments)</i>	Yes	
G. Other facilities and information	Yes/No/N/A or other	Please give details
Does the school have IT and other equipment designed for disabled users? <i>(i.e. large keyboard, ergonomical mouse, screen magnifiers, adjustable chairs, adjustable tables, wheelchair accessible tables, touch screen computers, text-to-speech software, interactive whiteboards, braille readers/writers, etc - or a process, and commitment, for purchasing such equipment as the need arises)</i>	Yes	These are currently purchased as needed but will form part of the school's Digital Strategy.
Does the school have educational equipment and facilities, including sport and play, for disabled users? <i>(i.e. touch screen computers, text-to-speech software, interactive whiteboards, inclusive P.E lessons, modified P.E equipment, etc - or a process, and commitment, for purchasing such equipment as the need arises)</i>	Yes	There is a wheelchair accessible sink and hob in the food technology room and a range of equipment on school site that has been purchased to accommodate previous students. There is a commitment to purchase any equipment that would be needed in the future.
Does the school have access to translation and interpretation support as needed? <i>(i.e. British Sign Language, all non-English languages, Easyread (using symbols), large print, braille, audio transcripts etc)</i>	Yes	The local authority has provided details of a company that could provide this if needed.

SEND POLICY

Is the School Website accessible for people with sensory impairments or neurological diversity? <i>(e.g. are there captions for video content; can the font size be increased without causing distortion; does it use text colours that are clear and doesn't use colour as the only way to explain something; can you navigate the site using a keyboard or assistive technology; does it use plain English and avoid acronyms and abbreviations?)</i>	In the majority	Video content on the website isn't currently supported by subtitles, however this will be considered going forwards. Some functionality of the website will be affected by the browser used by the viewer and also their own accessibility settings. The site can be navigated by keyboard use through the tab and return buttons. Text and graphical colours work in a way that don't clash alongside each other, this is typically white text on blue or black text on white throughout the whole website and it uses English in a way that will cater to all ages, capability & demographics for ease of understanding.
H. Emergency Evacuation	Yes/No/N/A or other	Please give details
Are the school's fire alarms suitable? <i>(i.e. clearly visible - including for the visually impaired, procedures for hearing impaired)</i>	Yes	Although the fire alarm do have a red light, this is not very obvious. Persons with hearing impairments would require a PEEP to ensure they are informed when the fire alarm sounds.
Do school staff always know who is in the building and where, including visitors?	Yes	Staff and visitors are booked in and out using the Inventory sign in system each day. Student registers are taken each lesson. Visitors who use a wheelchair would either be seen at reception, or in a ground floor meeting room to ensure they are not unexpectedly stuck upstairs if the fire alarm sounds.
Are all emergency exits suitable? <i>(i.e. wide enough for wheelchair users, no steps, once outside are the routes to safety suitable for all users such as wheelchair users, visually impaired, etc, if the school has more than one floor - is there a lift that is fire-protected with an independent power source)</i>	In the majority	There are some secondary exits from the school which have a small number of steps / slope to the nearest path. Careful timetabling would avoid the need to negotiate these in the event of a fire. A PEEP is in place for students / staff in case of fire and designated refuge areas on the first floor of each block. When the fire alarm sounds, lifts return automatically to the ground floor with the doors open to release anyone inside.

SEND POLICY

Are emergency procedures suitable, and explained appropriately, to all in the school? <i>(i.e. alternate procedures for some, explained to those with language or learning issues, practices and drills)</i>	Yes	Evacuation arrangements are updated annually and shared with staff at the start of the school year, or on their induction day. Fire drills are carried out termly. A practice of using the evacuation equipment is conducted annually with those staff trained to use it. Staff or students with a PEEP may have alternative arrangements depending on their specific circumstances, to give the easiest possible evacuation route in the event of a fire.
Please enter the names of all the people who have carried out this audit including their position/role/job title.	Helen Evans – Finance & Operations Manager Julia Barber – Assistant Headteacher & Acting SENDCo	
Date completed		
Date review is due (12 months after audit)	August 2026	

Based on the findings of the completed Accessibility Audit, an Accessibility Plan must be drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan must be developed to cover a three-year period and will contain relevant actions to achieve the following three aims and in order to support the Equality Duty:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers 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 covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

SEND POLICY

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Please look at the findings from your audit report to identify any issues or areas that need improving. For each of these areas, please outline in the table below any actions that your school needs to work towards or complete, along with responsible officer, timescales and resource implications. If you also have existing actions from previous Accessibility Audits, please include these in the table too and provide an update on progress against these actions.

Please remember that the duty is an ‘*anticipatory duty*’ and therefore consideration should be given to *reasonable adjustments* that are identified even if they are not required for your existing community. The duty includes applicants and any visitors to the school who may require immediate adjustments to be made such as wheelchair access or a portable hearing loop. Further guidance is provided in Appendix 1 of this document.

Accessibility Plan					
Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Teaching Resources	Awareness of resources available for disabled students, including IT provision and practical lessons such as PE, Science & ADT.	As needed	SENDCo	Revenue funding	
Specialist Furniture and Equipment	Awareness of aids available to disabled students, dependent upon individual need	As needed	Finance & Operations Manager	Revenue funding	

SEND POLICY

Teaching Practice	Preparedness to adapt teaching practices to suit disabled students as needed	As needed	All teachers / SENDCo	Revenue funding	
Assistive Technologies	Development of whole school digital strategy to include assistive technologies	Spring term 2026	SLT	Revenue funding	
Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Improve access to the Student Support team	To consider the area in which the SEND team are located.	As needed	SLT	Revenue Funding	
Review disabled parking spaces	To ensure disabled parking spaces meet recommended sizes when next marked.	As part of planned works	PFI provider	None	
Improve access to rewards trips and extra-curricular activities	A commitment to ensuring students can participate in extra-curricular activities both on and off site.	As needed	SENDCo/EVC		
Improve safety features for the visually impaired	To consider tactile paving on site where appropriate.	As part of planned works	PFI provider/School/ LA	Revenue funding	To be agreed with PFI
	To repaint external stairs and changes in height on a regular basis	Ongoing	PFI provider	Included in PFI scheme	Ongoing
	To repaint zebra crossings on vehicular entrance and in the car park	ASAP	PFI provider	Included in PFI scheme	In progress
	Resurfacing of uneven roads / potholes in the car park and on entrance roads to the school	As part of planned works	PFI provider		25/26 Academic year
		As needed	School	Included in PFI scheme	As needed

SEND POLICY

	When replacing doors without vision panels / high level vision panels, to ensure these are suitable for wheelchair users			Revenue budget	
Improve reception area	To consider the installation of a hearing loop	As needed	Finance & Operations Manager / IT Lead	Revenue funding	
Handrails	To review and consider the addition of handrails on both sides of staircases	As part of planned works	PFI provider/School/ LA	Revenue funding	
Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Information Sharing	Ensure staff are aware of which students require accessible information through the prompt sharing of EHCPs and/or IHPs	Ongoing	SENDCo/First Aider	None	In place
Accessible Information	Awareness of a variety of methods of providing effective learning resources suitable to each student's needs	Ongoing	SENDCo	Revenue funding	
Review of website	To ensure video content on the website is supported by subtitles.	Ongoing	IT Lead	Revenue funding	
To consider alternative ways of providing information (ie. audio versions, large print)	To review assistive technologies available to improve access to information for students, staff and the wider school community (as part of the Digital Strategy)	2025/26 academic year	SLT	Revenue funding	



Appendix B – East Riding Local Offer link

<https://www.eastriding.gov.uk/local-offer/>