



Waverley Studio College Accessibility Plan

Policy Information

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Chair of the Local Governing Body	
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Contents

Policy Information.....	1
Contents.....	2
Values and Ethos.....	3
School Context	4
How this Plan was Developed	4
Improving Access to the Physical Environment.....	5
Increasing Access to the Curriculum	9
Improving Access to Information	14
Monitoring and Review	18

Values and Ethos

At Waverley Studio College, we believe that every young person deserves the opportunity to learn, thrive and succeed in an environment where diversity is valued and individual needs are recognised. As a 14-19 Studio School serving students with a wide range of needs, including communication and interaction difficulties, cognition and learning needs, social, emotional and mental health needs (SEMH), and physical and sensory disabilities, we are committed to creating an inclusive culture where all students feel safe, respected and supported.

The college is fully committed to promoting equality of opportunity, eliminating discrimination, advancing inclusion and fostering positive attitudes towards disability. We recognise our responsibilities under the Equality Act 2010 and strive to ensure that disabled students are not placed at a disadvantage in admissions, access to education, participation in college activities or wider opportunities. Through proactive planning, reasonable adjustments and high-quality support, we seek to provide equitable access to learning, facilities and information for all members of our college community.

Our vision is to create a learning environment where barriers are reduced or removed, students are empowered to become independent learners, and everyone is encouraged to achieve their personal ambitions. We aim to promote a culture of respect, understanding and belonging, where differences are celebrated and where students, staff, parents, carers and visitors are able to participate fully in college life.

This commitment is strengthened through collaborative partnerships with families, carers and external agencies. We recognise that effective support for young people is achieved through shared working and regular communication. The college works closely with parents and carers, health professionals, educational psychologists, specialist teachers, local authority services and other external partners to ensure that students receive appropriate support and that provision is regularly reviewed to meet changing needs. Through this collaborative approach, we seek to ensure the best possible outcomes for every student and maintain a college community that is accessible, inclusive and ambitious for all.

School Context

Waverley Studio College operates across a site consisting of three main buildings designed to support both academic and vocational learning. The college has lift access within two teaching blocks, enabling students with mobility difficulties and wheelchair users to access teaching areas across multiple floors. Accessible toilet facilities are available on all floors, and quiet supervised spaces are provided for students who may require a low-stimulation environment or additional pastoral support during the college day.

The college is committed to maintaining an accessible learning environment by making reasonable adjustments where required and regularly reviewing facilities to ensure students with disabilities can participate fully in all aspects of college life. Existing accessibility provisions include lift access, accessible toilet facilities and support for students with medical, physical and sensory needs.

How this Plan was Developed

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- Principal
- SENCO
- Associate Assistant SENCO
- Facilities Manager
- Director of Operations

Improving Access to the Physical Environment

Waverley Studio College is committed to ensuring all students, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises

Intention	Actions	Timescale	Lead Responsibility	Success Criteria
Ensure all teaching, social and vocational learning spaces remain accessible to students with physical disabilities.	Annual accessibility audit of all classrooms, workshops, meeting rooms and communal areas. Review access routes following any building changes. Ensure furniture layouts allow wheelchair users to move safely and independently. Review emergency evacuation procedures for students requiring assistance. Maintain accessible toilet facilities and emergency call systems. Ensure lift access remains operational and regularly serviced	1-3 years		All teaching rooms, vocational spaces, and communal areas can be accessed safely by students with physical disabilities. Reasonable adjustments are implemented promptly where individual needs are identified. Furniture, equipment, and room layouts are reviewed and adapted as required to support access and participation. Students with physical disabilities are able to participate fully in learning, enrichment, and social activities

				alongside their peers. Accessibility concerns raised by students, families, or staff are addressed within agreed timescales.
Ensure students, staff and visitors can move safely and confidently throughout the building.	Review signage annually to ensure it is clear, consistent and accessible. Improve directional signage using visual symbols where appropriate. Ensure corridors, stairways and entrances remain free from obstruction. Monitor lighting levels across learning and social spaces. Conduct regular health and safety walks with consideration of accessibility needs.	1 year		Corridors, entrances, exits, and circulation routes remain free from avoidable obstructions. Clear signage enables students, staff, and visitors to navigate the building independently. Access routes, lifts, and accessible facilities are maintained in good working order. Personal Emergency Evacuation Plans (PEEPs) are in place and reviewed regularly where required. Feedback indicates that users can move around the college safely and independently.

Improve accessibility for students with visual, hearing and sensory needs.	Review classroom acoustics and seating arrangements. Increase availability of coloured overlays, visual aids and reading supports. Ensure hearing-impaired students can access specialist equipment where required. Audit accessibility of presentation screens and display materials. Use high-contrast signage and visual cues throughout the college.	1 year		Appropriate adjustments are implemented to support students with visual, hearing, or sensory needs. Specialist resources and assistive technologies are available and used effectively where required. Learning materials are provided in accessible formats to meet individual needs. Staff demonstrate an understanding of strategies to support sensory and communication needs within lessons. Students report improved access to learning and participation across the college environment.
Ensure educational visits, industry placements and	Complete accessibility risk assessments	1-3 years		Accessibility considerations are included in the planning

employer engagement activities are fully accessible.	before trips and visits. Consider accessibility requirements when selecting external venues. Liaise with employers to identify reasonable adjustments for work placements. Ensure transport arrangements meet individual accessibility needs.			and risk assessment of all visits and external activities. Reasonable adjustments are identified and implemented prior to participation. Students with SEND are able to access educational visits, work placements, and employer engagement opportunities alongside their peers. Placement providers and external partners are informed of relevant support requirements where appropriate. Participation rates for students with SEND are comparable to those of the wider student population.
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Increasing Access to the Curriculum

Intention	Actions	Timescale	Lead Responsibility	Success Criteria
Ensure adaptive teaching enables all students to access learning and achieve their potential.	Provide annual SEND and adaptive teaching training for all staff. Embed adaptive teaching strategies into all schemes of learning. Monitor quality first teaching through lesson observations and learning walks. Ensure staff use student profiles and support plans consistently. Increase staff confidence in meeting diverse learning needs.	1-3 years		Teachers consistently demonstrate adaptive teaching strategies in lesson observations and learning walks. Students with SEND can access the curriculum through appropriate scaffolding, differentiation and reasonable adjustments. Progress data shows that students with SEND make expected or better progress from their starting points. Students report increased confidence and engagement in lessons through student voice activities. Learning resources and classroom environments are adapted to

				meet a range of learning needs.
Strengthen identification and support for students with SEND.	Use transition data to identify support needs before students start. Review student progress through termly inclusion meetings. Track effectiveness of interventions using assessment data. Implement a clear Assess-Plan-Do-Review process for all students receiving SEND support. Increase student and parent participation in review meetings.	1 year		SEND needs are identified promptly through effective transition, referral and assessment processes. All identified students have appropriate support plans, profiles or interventions in place. Staff demonstrate awareness of students' identified needs and recommended strategies. Review meetings take place regularly and support plans are updated in response to progress and need. Parents, carers and external professionals contribute meaningfully to the assessment and review process.
Promote independence, preparation for	Integrate employability skills into SEND	1 – 2 years		Students with SEND demonstrate

adulthood and employability for students with SEND.	support planning. Ensure students with SEND have equal access to work-related learning opportunities. Provide personalised support for careers education and guidance. Increase opportunities for students to develop independence and self-advocacy skills. Monitor participation of SEND students in employer-led projects and placements.			increasing independence in learning and daily college routines. Preparation for adulthood outcomes are incorporated into support plans and annual reviews where appropriate. Students participate in meaningful careers education, work-related learning and employer engagement activities. Destinations data shows successful progression into further education, training, apprenticeships or employment. Students can confidently identify and articulate their strengths, aspirations and support needs.
Ensure all extracurricular, enrichment and employer-led activities are accessible.	Review participation of SEND students in enrichment activities.	1 year		Students with SEND participate in extracurricular and enrichment activities at

	Remove barriers to participation where identified. Ensure reasonable adjustments are considered at the planning stage. Monitor attendance and engagement of vulnerable groups.			rates comparable to their peers. Reasonable adjustments are consistently implemented to enable participation in all activities. Trip and activity risk assessments effectively identify and address potential barriers to inclusion. Students report feeling welcomed, included and able to access opportunities beyond the classroom. Employer-led events, visits and work experience placements are accessible to students with a wide range of needs.
Develop staff expertise in SEND, inclusion and disability awareness.	Annual whole-staff SEND and accessibility training. Specialist training relating to autism, ADHD, SEMH, sensory	ongoing		All staff complete planned SEND and inclusion training within agreed timescales. Staff demonstrate

	needs and medical conditions. Increase staff confidence through coaching and professional development. Share effective inclusive practice across departments.			improved confidence in meeting the needs of students with SEND, evidenced through surveys and performance reviews. Lesson observations and learning walks show effective implementation of inclusive teaching strategies. Updates on SEND, inclusion and disability awareness are regularly shared through staff briefings and professional development activities. The impact of staff training is reflected in improved student outcomes, engagement and participation.
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Improving Access to Information

Intention	Actions	Timescale	Lead Responsibility	Success Criteria
Ensure information is available in accessible formats.	Provide large-print versions of documents when required. Ensure key information can be produced in alternative formats. Review accessibility of student-facing resources. Ensure accessible examination materials are available where required.	ongoing		Key college information is available in a range of accessible formats where required, including large print, simplified language and digital versions. Students, parents and carers report that information is clear, understandable and easy to access. Requests for alternative formats are met promptly and effectively. Accessibility considerations are routinely incorporated into the creation of college documents and resources. Staff are aware of and use accessible communication practices when sharing information.
Improve accessibility of digital communication and online resources.	Review website accessibility annually. Ensure electronic	ongoing		College websites, online platforms and digital learning resources meet recognised accessibility

	documents follow accessibility standards. Improve accessibility of online learning platforms. Ensure digital communications are compatible with assistive technologies.			standards where possible. Digital resources are regularly reviewed to ensure accessibility for students with a range of SEND needs. Staff consistently use accessibility features such as captions, appropriate formatting and accessible document design. Students with SEND can independently access and engage with online learning materials. Feedback from students and parents indicates improved ease of access to digital communications and resources.
Strengthen communication with parents, carers and external agencies.	Provide accessible SEND information and guidance on the college website. Increase opportunities for parental engagement through review meetings and workshops.	ongoing		Parents and carers receive timely, clear and informative updates regarding student progress and support. Communication pathways between the college, families and external professionals are

	Improve communication pathways with external professionals. Collect regular feedback from students and families regarding accessibility.			well established and consistently used. Attendance and participation in review meetings is maintained at a high level. Parents and carers report feeling informed, listened to and involved in decision-making processes. Recommendations from external agencies are effectively communicated to relevant staff and implemented where appropriate.
Ensure student voice informs accessibility planning.	Gather student feedback through surveys and review meetings. Include students in discussions regarding reasonable adjustments. Monitor whether students feel safe, included and able to access all aspects of college life.	ongoing		Students with SEND are regularly consulted about their experiences, needs and views on accessibility. Student feedback is recorded and considered when reviewing accessibility priorities and provision. Students report feeling listened to and able to contribute to decisions that affect them.

	Use feedback to inform future accessibility priorities.			Evidence of student voice is reflected within accessibility planning, action plans and review processes. Changes made in response to student feedback lead to measurable improvements in access, participation or inclusion.
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Monitoring and Review

This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.

The Governing Body/Trust Members and Principal will review the policy in collaboration with the SENCO's support