



## Spa Bermondsey Accessibility Plan

### Contents

1. Aims .....	1
2. Legislation and guidance .....	1
3. Action plan .....	2
4. Monitoring arrangements .....	8
5. Links with other policies .....	8

---

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

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

The plan will be made available online 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.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, families, staff, governors and trustees.

### 2. 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### **3. Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers a specialist curriculum designed to meet the needs of pupils with autism</li> <li>We use resources tailored to the needs of our pupils. These resources support to access to our specialist curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>We provide structured training programmes so all staff are skilled in delivering the specialist curriculum using specific strategies to match to pupil need.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure information from CENMAC is used to inform decisions on which apps will be used to support pupils</li> <li>Increase frequency of training from CENMAC and SALT staff for parents and carers</li> <li>All pupils to have a functional method of communication that all staff working with that pupil are able to reinforce</li> </ul>	<ul style="list-style-type: none"> <li>Communication Lead with responsibility for liaising with CENMAC to be named</li> <li>Training calendar to be published</li> <li>Time to be allocated to investigate new apps and pilot programs to be written</li> <li>In-House training of PECS for all staff in KS3</li> <li>Communication book format reviewed and updated to make more accessible</li> <li>Communication boards to be installed in all specialist rooms</li> </ul>	Headteacher and Deputy Head  All SMT  SENCO	Training plan in pace for September 2025  Ongoing training programme across 25/26  Teacher appraisal targets to be linked to developing communication skills	Pupils make good progress from their respective starting points (EHCP outcomes, PLP targets, SALT targets, Communication Lesson records)  Lesson observations / learning walks evidence increased confidence  Evidence of strategies / approaches developed included in the school development plan
--	---	---	---	---	--	---

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure the physical environment meets the needs of the current cohort of pupils	The environment is designed and adapted to meet the needs of all pupils. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Designated parking bays for blue badge holders</li> <li>• Accessible toilets and changing facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Increase access to sensory provision</li> <li>• Sensory circuits embedded in whole school practice</li> <li>• Systems in place for design, deliver, monitoring and review of sensory circuits</li> <li>• Investigate feasibility of providing step free access to ground floor teaching spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Increase resources for KS4 sensory room</li> <li>• Develop resources in sensory spaces</li> <li>• Trains sports coach and HLTA's to deliver sensory circuits</li> <li>• Increase approaches to the mindfulness curriculum</li> <li>• Premises team to prepare quote for modifications required to allow step free access to external classroom, art and cooking block and library</li> <li>• Program of works to be agreed</li> </ul>	Headteacher and Deputy Head  All SMT  SENCO	Ongoing from September 25. Increased resources to be in place by September 2026.	<ul style="list-style-type: none"> <li>• Sensory circuit training completed</li> <li>• Resources in place in sensory spaces</li> <li>• Provision maps developed for access to sensory programmes</li> </ul>	Site is fully accessible

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils and any member of the school community, including those with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>Internal signage</li> <li>Pictorial or symbolic representations including Communicate in Print</li> <li>a website with all information clearly available</li> <li>increased access to a range of information available in languages other than English</li> <li>access to interpretation services for meetings and written communication</li> <li>shared information on how to request translation services</li> <li>access to assessment information including information sessions and online access to the school assessment system</li> </ul>	<ul style="list-style-type: none"> <li>all staff, including admin staff, are confident users of Communicate in Print</li> <li>annual reports are delivered online through Earwig</li> <li>Ensure “easy-read” information is provided for key information on the school website including health information, services in the local community and information about events</li> </ul>	<ul style="list-style-type: none"> <li>All staff training in CIP</li> <li>Installation of CIP in admin and family support worker desktops</li> <li>Family training sessions on Earwig access</li> <li>Easy read format to be agreed</li> <li>Parent feedback on website priorities and how information can be made more accessible</li> <li>Information provided by other services, including NHS, to be added and signposted on our website</li> </ul>	SENCO  Headteacher Family Support Worker / SMT / SENO	July 2025		<ul style="list-style-type: none"> <li>CIP version of Headteacher letters are on the website</li> <li>Family Support Worker providing a range of resources to support families at home</li> <li>Annual report format agreed</li> </ul>



#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Executive Headteacher and Headteacher.

It will be approved by Executive Headteacher.

#### **5. Links with other policies**

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

- Health and safety policy
- Progress and assessment policy
- Communication guidelines
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy