



## Spa Camberwell Accessibility Plan

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### 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

<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>Our school offers a specialist curriculum designed to meet the needs of autistic pupils</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>Develop staff expertise in teaching communication skills to autistic pupils with complex profiles</li> </ul>	<ul style="list-style-type: none"> <li>Teacher development programme and whole staff training to be developed with a focus on communication skills</li> <li>School Development Plan to include focus on the above</li> <li>All staff appraisal targets linked to the teaching of structured communication skills</li> </ul>	<p>Executive headteacher Deputy Heads All SMT SENC</p>	<p>Training plan in place for September 2025 Ongoing training programme across 25/26 Teacher appraisal targets to be linked to developing communication skills</p>	<p>Pupils make good progress from their respective starting points (EHCP outcomes, PLP targets, SALT targets, Communication Lesson records)</p> <p>Lesson observations / learning walks evidence increased confidence</p> <p>Evidence of strategies / approaches developed included in the school development plan</p>
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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	<p>The environment is designed and adapted to meet the needs of all pupils. This includes:</p> <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> </ul>	<ul style="list-style-type: none"> <li>• Increase resources for all sensory rooms</li> <li>• Refurbishment of sensory sources across the school</li> <li>• Development of approaches to access to outside spaces for secondary pupils (supported transitions)</li> </ul>	Executive Head and SMT  SENCO	<p>Ongoing from September 26. Increased resources to be in place by September 2026</p>	<ul style="list-style-type: none"> <li>• Sensory circuit training completed</li> <li>• Resources in place in sensory spaces</li> <li>• Cycle of implementation and review of sensory passports</li> <li>• PSPs developed for relevant secondary pupils to support access to spaces for regulation</li> </ul>

<p>Provide targeted support for families to deepen understanding of autism at various stages of development</p> <p>Provide targeted support for families based on priorities identified through parent surveys</p>	<p>Our school has a family support worker who can provide support for individual families. This includes:</p> <ul style="list-style-type: none"> <li>• Support accessing benefits</li> <li>• Support liaising with a range of professional services</li> <li>• Support with transitions in and out of the school</li> <li>• Support to access the local offer</li> </ul> <p>Our school website offers a range of information including:</p> <ul style="list-style-type: none"> <li>• Weekly newsletter signposting information about the school and the broader community</li> <li>• Links to number of partner agents</li> <li>• Online safety resources</li> <li>• Useful information about autism</li> <li>• increased access to a range of information available in languages other than English</li> </ul>	<ul style="list-style-type: none"> <li>• Families access structured training programmes related to specific stages of child development</li> <li>• In house family Support programme matched to responses / request from families</li> <li>• Key staff trained to deliver training programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Key staff to access NAS training programmes: Early Bird, Early Bird Plus and Teen Life</li> <li>• NAS Parent Training Programmes delivered to families</li> <li>• In house training programme maintained</li> </ul>	<p>Executive Headteacher SMT SENCO Family Support Worker UPS staff</p>	<p>July 2025</p>	<ul style="list-style-type: none"> <li>• Family Support Worker providing a range of resources to support families at home</li> <li>• Families access NAS programmes</li> <li>• Feedback from parent surveys indicates positive impact of family and training programmes</li> </ul>
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#### **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

<b>Approved by:</b>	[Name]	<b>Date:</b> [Date]
<b>Last reviewed on:</b>	[Date]	
<b>Next review due by:</b>	[Date]	