Accessibility Plan for Spa School Bermondsey

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to
- increase the extent to which disabled pupils can participate in the school's curriculum,
- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out 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.

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

Access to the curriculum and participation in school activities

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

The school has already:
- Provided ongoing training and support for Teaching Assistants in supporting children on the autistic spectrum
- Included in pre-visit for residential school journeys the discussion of provision for any pupils with a disability ensuring that these pupils can participate on the trips.
- Ensured all staff are aware of and able to use SEN software as appropriate

Previous targets included:
- Provide specialist hardware and software to meet the needs of pupils with SEN, including communication difficulties. This has been achieved by ensuring all pupils have access to programs such as Clicker 7, having regular whole school training and liaising with CENMAC to provide other specialist hardware and software
- Provide relevant training for any SEN needs pupils may have in addition to their autism

During 2020-23 the school plans to:

- Update laptops and IWB to ensure greater ease of access for all pupils, including those with fine and gross motor skills needs
- Provide ongoing training for all staff on a range of accessibility equipment and programs including new technologies such as *Speaks4Me*

Access to the Physical Environment
This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community

The school has already:
- Ensured that all staircases have secure, easy to grip hand rails.
- Provided disabled access to the ground floor by providing a ramp to the main school entrance
- Installed a disabled toilet and shower
- Installed a wheelchair lift to give access to the first floor in KS3

Previous targets included:
- Replace existing bulbs with LED lighting to support the sensory needs of pupils with ASD. This has been done across KS4 and the dining room and is an ongoing program around the rest of the school.
- Review and improve signage where necessary. This has been done across KS4/5

During the 2020-23 the school plans to:
- Install acoustic tiles in the dining room to reduce the sensory barrier some of our ASD pupils face in accessing the dining hall
- Review the accessibility of the wheelchair lift in KS3

Access to Information
This involves improving the delivery of information to any member of the school community who has a disability

The school has already:
- Provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities
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Previous targets included:

- Replace the sound system in use for assemblies, presentations to parents and children's performances. This has been completed.

During the 2020-23 the school plans to:
- Update the symbol software used across the school
- Review the ways we communicate with family members including ensuring the website is more accessible

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

Further information and advice

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf

http://www.legislation.gov.uk/ukpga/2010/15/schedule/10

https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Access to the Curriculum 2020-2023				
Area	**Current Barrier**	**Objective**	**Actions**	**Time-Scale**
IT	ICT hardware in classrooms is not always accessibly for those with fine and gross motor skills impairments or for those with other disabilities, such as visually impaired	To ensure that all classrooms have fully functioning interactive whiteboards (IWB) that are placed at an appropriate height for all pupils to access	To have a three year plan to replace existing Smart boards with C-Touch screens in all classrooms and specialist rooms	To be completed by Autumn 2023
Training	Not all staff are confident users of software in place to support all students e.g proloqu2go or Clicker	To ensure that all staff have access to regular training on the full range of software that is in use across the school	Ensure that training on software is part of each term's training calendar and use the resources from CENMAC to support this training	Ongoing – to be reviewed each September

Access to the physical environment

Area	Current barrier	Objective	Actions	Timescale
Dining Room	Children with ASD can find the noisy environment of the dining room overwhelming and therefore are unable to access the space	To reduce the noise levels in the dining room during lunch and assemblies	Replace current tiles with acoustic tiles Review ways to dampen noise including replacing plate and cutlery disposal unit	Summer 2021

Access to Information

Area	Current Barrier	Objective	Actions	Time-Scale
Software use	The software program (InPrint2) is outdated and cumbersome resulting in not all text having symbol support of a high quality	To ensure that all text is supported with symbols for those who need it	Install InPrint 3 across the school network Investigate ways to make InPrint 3 accessible remotely Parent training on using Widget symbols at home	Autumn 2021
Communication with Parents	Some parents are not able to access the information sent out by school	To ensure that information the school provides is available to all parents	Ensure all letters from school are written in plain English and are printed in Arial font 12. A larger font should be provided on request. Newsletters will be published on the website Ensure text and app communication is in plain English	Immediate
Website	Not all parents appear to be able to access information on the school website.	To identify what the barriers are and seek to remove them	Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate To find ways to improve the accessibility of the website through software solutions including text-to-talk software	Spring Term 2021