



## **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 all staff in supporting children on the autistic spectrum
- Ensured all pupils are able to access all extra-curricular activities, including trips and residential school.
- Ensured all staff are aware of and able to use SEN software as appropriate
- All staff have regular training on the use of Makaton and weekly Makaton sign of the week training
- The school is a visually rich environment, and all staff have training in use of symbols and visuals

#### **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 8, 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
- Update laptops and purchase accessible keyboards and mice, 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 handrails.
- Provided disabled access to the ground floor by providing a ramp to the main school entrance
- Installed a disabled toilet and shower

#### **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
- Install acoustic tiles in the dining room to reduce the sensory barrier some of our ASD pupils face in accessing the dining hall

### **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
- In Print 3 is in use across the school to ensure text is supported by pictures wherever required
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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.
- 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](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 physical environment

Area	Current barrier	Objective	Actions	Timescale
<b>Accessibility to KS3</b>	Lift in KS3 building is in need of repair	Ensure all classrooms in KS3 are fully accessible	Lift in building to be repaired	In place for September 2024
<b>Area</b>	<b>Current Barrier</b>	<b>Objective</b>	<b>Actions</b>	<b>Time-Scale</b>
<b>Step-free access to ground floor</b>	Many teaching spaces on the ground floor have a step	Investigate feasibility of providing step free	Premises team to prepare quote for modifications	January 2025
<b>Teaching spaces</b>	Staff and parent knowledge of most current apps that support full accessibility for pupils both in school and in the community can be lacking	<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> </ul>	<ul style="list-style-type: none"> <li>Communicate with responsibility for raising with CENMAC to be named</li> <li>Working with library</li> <li>Project of works to be agreed</li> <li>Agreed to be allocated to investigate new apps and pilot programs to be written</li> </ul>	All to be in place by September 2024
<b>Training</b>	Pre-verbal pupils arriving in KS3 often do not have a functional method of communication allowing them to demonstrate knowledge and make their wants and needs known to a variety of adults	All pupils to have a functional method of communication that all staff working with that pupil are able to reinforce	<ol style="list-style-type: none"> <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> </ol>	All to be completed by Summer 2024



## Access to Information

Area	Current Barrier	Objective	Actions	Time-Scale
Website	Literacy levels in the school community, including former pupils, may mean they cannot fully access information on the school website	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	Easy read format to be agreed Parent feedback on website priorities and how information can be made more accessible Information provided by other services, including NHS, to be added and signposted on our website	September 2024