



Accessibility Plan: Spa School Camberwell

This policy and plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA to prevent discrimination against disabled people in their access to education. Three key duties were placed on all schools:

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- plan to increase access for disabled students.

Our plan is 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 access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

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.'

Accessibility at Spa Camberwell

Spa Camberwell opened in September 2020. This plan recognises what is now in place in our school and includes future steps we will take.

Future steps have been identified as part of the School Development Plan and our understanding of potential barriers to learning. Our site and building are fully refurbished and accessible. Accessibility is renewed on an ongoing basis and our plan updated formally each year drawing on feedback from all members of the school community.

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:

- developed a specialist curriculum designed to meet the needs of pupils with autism
- recruited senior leaders to develop specialist teaching approaches across the school
- provided structured training, including Induction, for all staff to develop skills in meeting the needs of pupils with SEN, including autism and communication difficulties
- provided relevant training for any SEN needs pupils may have in addition to their autism.

During 2021-2 we plan to provide:

- focused TA training across academic year
- a formalised teacher induction programme for new staff
- a trust wide AHT development programme for new and existing senior leaders

- Provide structured training, including Induction, for all staff to develop skills in meeting

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:

- a fully accessible site
- designated on-site parking for blue badge holders
- successfully implemented the lift operation protocol
- monitored accessibility in the first year of occupancy, addressing any relevant issues
- sought feedback on the physical environment from the broader school community and incorporated recommendations into the school development plan

During 2021-22 we will:

- continue to monitor accessibility, addressing issues identified
- continue to seek feedback on the physical environment
- Adapt internal spaces to meet specific sensory needs of pupils including targets identified by our Occupational Therapist
- Develop library access for primary pupils

Access to Information

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

The school has:

- a website with all information clearly available
- increased access to a range of information available in languages other than English
- developed access to assessment information

During 2021-22 we will:

- continue to monitor issues relating to access to information making immediate adjustments were necessary
- include how to request translation on all written communication shared with parents / carers
- add a translation app to the school website
- offer planning and assessment information sessions all families in Autumn1
- pilot a programme for parent / carer access to the school's on-line assessment system

Policy Review

This policy will be shared with the local governing body and reviewed annually in the Autumn term meeting.

2020/21 Review

Action	Outcomes	Next steps: 21/22
Provide structured training, including Induction, for all staff to develop skills in meeting the needs of pupils with SEN, including autism and communication difficulties	Achieved	Focused TA training across academic year 21/22 Formalised teacher induction programme for new staff Trust wide AHT development programme for new and existing senior leaders
Provide relevant training for any SEN needs pupils may have in addition to their autism	Achieved Medical training: epilepsy, behavioural feeding, sickle cell Bespoke training: delivered by specialist teacher for a pupil with hearing impairment	Maintain monitoring Specialist training from OT / SALT to be provide for all staff each half term
Monitor accessibility in the first year of occupancy and address any relevant issues immediately	Achieved No issues identified. Parking for blue badge holders in place. Lift protocol successfully implemented	Maintain monitoring Adapt internal paces to meet specific sensory needs of pupils including targets identified by our Occupational Therapist Develop library access for primary pupils
Seek feedback on the physical environment for the broader school community and incorporate recommendations into the school development plan	Ongoing No issues raised	Maintain monitoring Adapt internal paces to meet specific sensory needs of pupils including targets identified by our Occupational Therapist
Monitor any issues relating to access to information making immediate adjustments were necessary	Achieved No issues raised Weekly newsletters in place Text alerts sent every week to direct parents/cares to newsletters on the school web site with direct links to further relevant information	Maintain monitoring
Develop the range of information available in languages other than English	Achieved / Ongoing Interpreter services used for relevant annual reviews Tips on reading at home on website in community languages	Weekly newsletter to include how to request translation Translation app to be added to the school website

Develop access to information through Earwig (assessment database)	Achieved / Ongoing Timelines shared in annual reviews Photographic evidence shared termly and in annual reports Personal Learning Plans shared every half term	Planning and assessment information sessions offered to all families in Autumn1. Pilot programme for parent / carer access to Earwig