



## **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. 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.

### **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 each year addressing any relevant issues
- sought feedback on the physical environment from the broader school community and incorporated recommendations into the school development plan.

### **Monitoring outcomes: September 2020 to July 2023**

- Adapted internal spaces to meet specific sensory needs of pupils, including targets identified by our Occupational Therapist
- Developed library access for primary pupils
- Increased site security matched to the sensory profiles of pupils by increasing fob access at key points across the building
- Provided adapted resources for personal care for identified pupils in partnership with our OT and parents / carers
- Introduced a whole school food policy focusing on healthy eating and bespoke personalised approaches for identified pupils with additional needs including Avoidant Restrictive Food Intake Disorder (ARFID)

### **During 2023-24 we will:**

- continue to monitor accessibility, addressing issues identified
- continue to seek feedback on the physical environment
- increase opportunities for sensory integration programmes through the development of the KS3 playground
- extend bespoke sensory programmes for individual pupils through the NTP.

### **Access to Information**

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

### **Monitoring outcomes: September 2020 to July 2023**

The school has:

- a website with all information clearly available
- increased access to a range of information available in languages other than English
- provided access to interpretation services for meetings and written communication
- shared information on how to request translation services
- developed access to assessment information including information sessions and online access to the school assessment system

### **During 2022-24 we will:**

- continue to monitor issues relating to access to information making immediate adjustments were necessary
- audit home languages and create a database with the family support worker to coordinate translation services

### **Policy Review**

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

### **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>

## 2020/22 Review

Action	Outcomes	Next steps: 22/24
Provide structured training, including Induction, for all staff to develop skills in meeting the needs of pupils with SEN, including autism and communication difficulties	<b>Achieved</b>	Maintain induction programme
Provide relevant training for any SEN needs pupils may have in addition to their autism	<b>Achieved</b> Medical training: epilepsy, behavioural feeding, sickle cell Bespoke training: delivered by specialist teacher for a pupil with hearing impairment	Maintain programme
Monitor accessibility in the first year of occupancy and address any relevant issues immediately	<b>Achieved</b> No issues identified. Parking for blue badge holders in place. Lift protocol successfully implemented	Maintain monitoring
Seek feedback on the physical environment for the broader school community and incorporate recommendations into the school development plan	<b>Achieved</b> No issues raised Adapted internal paces to meet specific sensory needs of pupils including targets identified by our Occupational Therapist	Maintain monitoring
Monitor any issues relating to access to information making immediate adjustments were necessary	<b>Achieved</b> 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	<b>Partially Achieved</b> Interpreter services used for relevant annual reviews Tips on reading at home on website in community languages	

<p>Develop access to information through Earwig (assessment database)</p>	<p><b>Achieved / Ongoing</b> 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</p>	
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