



Accessibility Plan

1.1 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 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

1.2 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.'

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

1.4 Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, 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

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

2.2 The school has already:

- provided training and support for Teaching Assistants to supplement Speech and Language and Occupational Therapies
- provided training for teachers and Teaching Assistants to implement strategies to support pupils with a range of medical needs, including autism
- 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.

2.3 During 2020-24 the school plans to:

- provide specialist hardware/software and auxiliary aids for the use of pupils as required
- be involved in outreach programmes (e.g. Cherry Garden)

- provide specific training for staff in encouraging independence and self-care.

Access to the Physical Environment

3.1 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

3.2 **The school has already:**

- ensured that general use staircases have contrasting yellow colour borders so edges are clearly visible
- installed a disabled toilet
- provided disabled parking space

3.3 **During the 2020-24 the school plans to:**

- review and improve, where necessary, signage for people with a visual impairment
- work with English Heritage on all renovations/new builds to improve accessibility

Access to Information

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

4.2 **The school has already:**

- liaised with the Southwark Support teams to receive support and training for staff in adapting work for pupils to support their academic achievements
- provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities
- made written materials available in alternative formats on request

4.3 **During the 2020-24 the school plans to:**

- audit signage around the school and adapt as required

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>



Accessibility Plan 2020 – 2024

Target	Strategy	Outcome	Responsibility	Time Frame	Achievement
We will improve access to education	CPD for teachers available to differentiate curriculum Undertake audit of training needs	All teachers able to fully meet the needs of pupils with disabilities.	Learning Support Manager	July 2021	Ensure access to a broad and balanced curriculum
	Provide auxiliary aids for pupils as required, following advice from specialists	All pupils have access to support and follow appropriate curriculum	Learning Support Manager	As required	Advice sought and acted upon to support pupil progress
	ICT resources support learning through keyboard skills training and adapted equipment	Pupils have access to new technology and make required progress in all areas	Technology Co-ordinator	Each Summer Term	Enhanced curriculum resources enable all pupils to achieve full potential
We will improve access to the whole life of the school	All out-of-classroom activities are planned to ensure participation of all pupils and risk assessments completed as required	Staff aware of issues and ensure equality of access to all learning experiences, including transport needs and appropriate venues	All staff	Immediate	All pupils have equal access to learning opportunities and risks minimised, irrespective of attainment or disability
	CPD available for support staff to encourage independence and self-care	Pupils supported in self-care independence and raises self esteem	Support staff Occupational Therapist	July 2021	Pupils have confidence to self-care as much as is practically possible
	Examine job descriptions for all staff to ensure we are meeting the needs of pupils with a medical condition	Support available to pupils and medical conditions managed during the school day	Senior Managers	December 2021	Medical conditions managed and full access to school day available for all pupils

Target	Strategy	Outcome	Responsibility	Time Frame	Achievement
We will improve access to information usually provided in written form	Make written materials available in alternative formats on request for: a) disabled pupils; b) disabled parents/carers; c) disabled governors; d) disabled visitors	All stakeholders have equal access to written information	Learning Support Manager	Immediate	Delivery of information improved. ICT resources able to support this target
	Audit signage around the school; adapt as required	Equal access to information	Senior Managers	On completion of new build	Signs, information and notices accessible by all stakeholders
We will facilitate remote learning	We will provide resource materials via the school's website and dedicated email addresses. We will audit home internet access and provide support as available and required.	All pupils able to access curriculum work in the case of partial or complete lockdown.	Senior Managers/Team Managers	In each case of partial or complete lockdown.	All pupils able to access curriculum remotely if necessary.
We will improve access to the physical environment	Contrasting colour borders to be used on all steps and immobile obstacles around the school to ensure that edges are clearly visible	Stakeholders with a visual impairment are able to safely walk around the school	Premises Officer	December 2021	Borders clearly visible and improves mobility with risk factors minimalised
	Emergency procedures reviewed and ensure safety of all personnel; all personnel alerted efficiently	Emergency/evacuation procedures effective	Premises Officer	Immediate	Effective and efficient procedures in place and practised each term
	Work with English Heritage on all renovations/projects to consider and improve accessibility	Renovations increase accessibility wherever possible and within the constraints of the building	Premises Sub-committee to the governing body	In all instances	All reasonable adjustments completed as advised
We will improve facilities	Provide accessible toilet facility	Self-care facilities accessible to all	Premises Officer	Immediate	Disabled toilet facilities available
	Provide identified disabled parking space	Parking space available near main entrance to school	Premises Officer	Immediate	Access to school building improved