



# South Bank University Academy

## Disability Accessibility Policy and Accessibility plan

### Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect, in fact this is enshrined in our school value of 'empathy and kindness'. This involves providing access and opportunities for all pupils without discrimination of any kind. South Bank University Academy is committed to a fair and equal treatment of all individuals regardless of disability. The Academy will welcome applications from people with disabilities to join the Academy community as students and employees. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### Access to the curriculum

Aim	Strategy	Timescale	Responsibility	Success Criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers a differentiated curriculum for all students</p> <p>We use resources tailored to the needs of students who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all students, including those with a disability</p> <p>Targets are set effectively and are appropriate for students with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all students</p>	<p>Ongoing</p>	<p>SLT</p>	<p>Curriculum is in place and school self-evaluation activities demonstrate that these processes are in place</p>
<p>School visits accessible to all students.</p>	<p>Audit of visits in terms of accessibility.</p> <p>Staff to check with Inclusion Lead as part of the trip checklist. Individual Risk Assessments completed as required.</p>	<p>Ongoing</p>	<p>Trips Coordinator / Trip Lead Teacher / SLT</p> <p>Trips Coordinator / Trip Lead Teacher /</p>	<p>All risk assessments completed.</p> <p>Reasonable adjustments made to ensure access to visits.</p> <p>Parents involved in individual risk assessments.</p>

**Date of last review:** Insert date of last review

**Date of next review:** Insert date of next review

			Inclusion Lead / Tutor	
Ensure PE activities are accessible by all, include activities that do not need physical strength.	Liaise with outside agencies for any students requiring adaptations.	Ongoing	SLT/Site Team/PE Dept	PE curriculum adapted to meet needs of all children. Appropriate individualised resources available.
Review SEND list twice a year to ensure needs are covered.	Audit SEND list, view strategies that are in place and revise as appropriate.	Ongoing	Inclusion Lead/SLT	All SEND children make progress.

### Access to the Physical Environment

Aim	Strategy	Timescale	Responsibility	Success Criteria
For any new building work - plan for access requirements	All contractors to work to meet Southwark Council Environment Access Standards	On going	Premises Manager / Contractor	All works in-line with regulations in the Equality Act 2010.
Continue to monitor quality and appropriateness of disabled facilities		On Going	Premises Manager / Inclusion Lead	On-going use of facilities, any reasonable adjustments considered and implemented.
School is aware of the access needs of parents/carers including EAL	All new starter forms to include information regarding access needs e.g. the need for large print in correspondence or printed in other languages. Audit accessibility for parents / carers for day to day routines and for one-off events	On-going	HR / Inclusion Lead Operations Manager / Office Staff	On-going dialogue between parents and carers Appropriate support in place.

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To make the school more accessible for EAL parents.	Review signs with symbols, welcome sign in different languages and formats.	On-going	Inclusion Lead	On-going dialogue with parents and carers. Signs in place.
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## **4. Monitoring arrangements**

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

It will be approved by the governing body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy