

South Bank Academies

Accessibility Policy and 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 Trust and our schools aim 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 Academy Trust is committed to a fair and equal treatment of all individuals regardless of disability. The Trust will welcome applications from people with disabilities to join the Trust community as students and employees. Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Disability Access Plan follows in an Appendix to this policy, and paper copies are available upon request.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, 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.

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>

School visits accessible to all students.	Audit of visits in terms of accessibility. Staff to check with Inclusion Lead as part of the trip checklist. Individual Risk Assessments completed as required.	Ongoing	Trips Coordinator / Trip Lead Teacher / SLT	All risk assessments completed. Reasonable adjustments made to ensure access to visits. Parents involved in individual risk assessments.
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	Ongoing	Premises Manager/ Contractor	All works in-line with regulations in the Equality Act 2010.
Continue to monitor quality and appropriateness of disabled facilities		Ongoing	Premises Manager / Inclusion Lead	Ongoing use of facilities, any reasonable adjustments considered and implemented.

<p>School is aware of the access needs of parents/carers including EAL</p>	<p>All new starter forms to include information regarding access needs e.g. the need for large print in correspondence or printed in other languages.</p> <p>Audit accessibility for parents / carers for day-to-day routines and for one-off events</p>	<p>Ongoing</p>	<p>HR / Inclusion Lead</p> <p>Operations Manager / Office Staff</p>	<p>Ongoing dialogue between parents and carers</p> <p>Appropriate support in place.</p>
<p>To make the school more accessible for EAL parents.</p>	<p>Review signs with symbols, welcome sign in different languages and formats.</p>	<p>Ongoing</p>	<p>Inclusion Lead</p>	<p>Ongoing dialogue with parents and carers.</p> <p>Signs in place.</p>

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.

Links with other policies

This accessibility plan is supported by the following policies and documents:

- Risk assessment policy and 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

Policy Reviewed: Feb 2026

Next Review: Feb 2028

Appendix 1: Disability Access Statement with Accessibility Plan

Introduction

South Bank Academy Trust and its Schools are committed to a fair and equal treatment of all individuals regardless of disablement. The Trust will welcome applications from people with disabilities to join the school community as students and staff.

Aim

The aims of this statement are to ensure that:

- applications for admission from all potential students are considered in line with the published admission arrangements
- applications for employment are considered and assessed on the basis of the applicants' aptitudes, abilities and qualifications
- disabled employees and students have access to the appropriate support and adaptations to enable them to be fully included in the life of the school
- the views of individual students or employees are taken into account at all times when their requirements are being assessed
- all students are fully integrated into the Trust and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment
- employees working with disabled people, either as colleagues or as students, have appropriate information, support and training
- the Trust take steps to enable employees and students who become disabled during their time at the academies to continue in their chosen career or course of study as far as is practicable
- disabled members of the public can fully participate in public events held within the Trust
- so far as is reasonably practicable, the Trust's premises are accessible and safe for disabled people; and
- no disabled student or employee is treated less favourably as a result of their disability.

Operation

The Special Educational Needs Coordinator (SENDCO) will be responsible for ensuring that employees and parents and carers are made aware of this policy and that the Disability Code of Practice set out below is followed. (Throughout this policy, the term "parents and carers" means all those having parental responsibility for a child.)

The CEO, Principals and the Board of Governors will have overall responsibility for ensuring that this policy statement is implemented.

Disability Code of Practice

Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities.

Evacuation procedures and escape routes for students and employees with disabilities will be carefully planned and published.

Students

Applications will be considered in line with the published admission arrangements for all students. An applicant's disability will not prevent her/him from being offered a place and integrated into the Trust unless:

- the content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
- the Trust would be unable to provide suitably trained employees or facilities to allow the requirements of the National Curriculum to be met.

The Trust and its Schools will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. The Trust will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students.

As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.

Students with a disability or who become disabled whilst studying at the Trust will be given appropriate support from employees to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENDCO and a Personal Education Plan drawn up on an annual basis.

The Trust and its Schools recognise that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs. The Trust will liaise with the relevant Examination Boards in such instances. Students and parents and carers will be made fully aware of the process for making special arrangements for assessment and examinations by the SENDCO.

Employees

Wherever practicable, the Trust and its Schools will:

- consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with the Equality Act (2010) and Disability Discrimination Act (2005)
- ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications
- ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

Employees, who become disabled during their employment by the Trust, so far as is practicable, will continue to remain employed by the Trust subject to review by the CEO, Principals and the Board of Governors. This review will assess their ability to carry out the duties of their post. Help from related professional organisations may also be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status or financial loss.

The Trust and its Schools will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- continuing in the same post
- a gradual return to work
- a reduction in hours
- redeployment
- premature retirement on grounds of incapacity
- termination of employment.

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration should be given to the selection of the most appropriate option(s).

The Trust and its Schools will make reasonable changes to work practices and, where possible, the workplace, to enable disabled people to work successfully, including those employees who become disabled whilst employed.

The Trust will ensure that a programme of training is offered to employees to increase their awareness of students with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.

Monitoring and Evaluation

The Board of Governors, CEO and Principals will monitor the operation and effectiveness of the Disability Access Statement at specified intervals.