



## Accessibility Plan

### Ernest Bevin Academy

The best in everyone™  
Part of United Learning

<b>Responsibility:</b> Principal	<b>Date Approved:</b> Spring 2025
<b>Approved by:</b>	<b>Review Date:</b> Spring 2026
<b>Monitored by:</b> Principal	<b>Links to other policies:</b>

## Ambition, Perseverance, Unity

The policy should be read in conjunction with the school's:

1. SEND policy
2. Supporting Students with Medical Needs and Children with Health Needs who Cannot Attend School Policy
3. Supporting Students with Medical Needs policy
4. Health and Safety policy
5. Equality Policy
6. Behaviour and Learning Policy

### Introduction:

Ernest Bevin Academy is an inclusive and diverse community that focuses on the progress and wellbeing of all students and where all members of our community are valued at equal worth. We promote aspiration by ensuring we create an environment that is equitable to all. We strive to identify possible barriers to achievement and break down barriers so that all students can achieve their very best.

Ernest Bevin Academy is a center of excellence for Quality First Teaching, where all students, including those with disabilities, are supported and encouraged to fulfill their high aspirations and ambitions. We have a person-centered approach which focuses on our students' unique individual needs and not their disability and strive to remove barriers that restrict life choices for disabled students. This approach is embedded in the school and supports our inclusion ethos to develop disability positive attitudes throughout our community.

As a maintained school, Ernest Bevin Academy works within the Wandsworth Local Authority guidance on provision for children/young people with SEND in mainstream schools which explains the ways students with different and/or additional needs are provided for within the school. For more information about the Wandsworth Local Offer access the link [here](#).

## 1. Aims

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 equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination; therefore, our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

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.

## 2. 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](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity

- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

### 3. Action plan

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school** - The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** - The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Action Plan 2025 - 26			
Section 1: How does school deliver the curriculum? (Educational Provision)			
Accessibility outcome	Actions	Person Responsible	Timescale
Students with SEND (special educational needs or disability) are given access to the	a) Identification of SEND at a very early stage through close liaison with Primary Schools, supported by	Teachers, SLT, Curriculum Leaders, SENDCO, LSAs,	Sept 2025-26

<p>curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO consults the student, parents and local authority about proposed flexible arrangements or movement to a more appropriate educational setting. The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom. Our Special Educational Needs and Disability Policy, Local Offer and SEND Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND).</p>	<p>individual provision maps and the SEND register. A robust referral pathway on Staff Hub for teachers to actively identify potential SEND and share initial concerns.</p> <p>b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.</p> <p>c) Listening to student and parent/carer views and considering them in all aspects of school life.</p> <p>d) Awareness raising programmes for all students about the range of disabilities in the school, creating a very supportive base for each disabled student within their tutor group.</p> <p>e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.</p> <p>f) Increasingly specialised in-class support or guidance from trained LSA (Learning Support Assistants) and HLTA (Higher Level Teaching Assistants).</p> <p>g) Specific specialist intervention to build skills (particularly for literacy, numeracy and social skills) in small groups and/or adapted timetables.</p> <p>h) Specialist advice from other professionals (e.g. speech and language</p>		
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	<p>therapist, school nurse, occupational therapist, hearing impaired service, educational psychologist, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.</p> <p>i) Special access arrangements for internal and external exams.</p> <p>j) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.</p> <p>k) A structured and dedicated Y6/7 transition programme for vulnerable students</p> <p>l) Specialist advice and guidance to support Y9/Y10 and post 16 transitions.</p> <p>m) Multi-agency support coordinated by the school's Student Support Service team</p>		
<b>Section 2: Is school designed to meet the needs of all pupils? (Physical Environment)</b>			
<b>Accessibility outcome</b>	<b>Actions</b>	<b>Person Responsible</b>	<b>Timescale</b>
The school environment already incorporates many features to ensure accessibility to students with disabilities.	Ernest Bevin Academy is a 3-storey building which is wheelchair accessible on the ground floor only. There are additional teaching blocks including the Science & Art departments; a separate Sports building and Sixth Form block. The Sports department has disabled changing, toilet facilities and a lift. There is a disabled toilet on the ground floor of the main building. There are	Head of Premises, Premises Officer, Principal, Health and Safety Committee, Teachers	Sept 2025-25

	<p>designated refuge points in the event of fire /fire drill. Designated members of staff will assist evacuation from those points as required. In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits. There is an annual audit which includes accessibility which is undertaken by the Health and Safety Committee as part of their annual Safeguarding and Health and Safety tours of the school.</p> <p>We would ask parents to consider accessibility when applying for a place at Ernest Bevin Academy and we can involve the Occupational Therapist from the Local Authority in these discussions if required. When your child/young person (YP) first joins the school, we will ask you to let us know of any mobility or access issues.</p>		
<b>Section 3: How does school deliver materials in other formats? (Provision of Information)</b>			
<b>Accessibility outcome</b>	<b>Actions</b>	<b>Person Responsible</b>	<b>Timescale</b>

<p>The school environment already incorporates many features to ensure accessibility to students with disabilities. Teachers and Teaching Assistants consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards/Touchscreens/Visualisers and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.</p>	<p>a) Differentiated resources with particular attention to reading age, images and layout. b) Laptops and other digital technologies. Voice activated software for use in lessons and English Language examinations. c) Coloured overlays for text. d) Tactile resources. e) Readers and/or scribes in exams, where appropriate f) Specific information in the student planner.</p>	<p>Teachers, LSAs, Sensory Support Services, IT Services</p>	<p>Sept 2025-26</p>
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## 4. Monitoring arrangements

This document will be reviewed every year. It will be reviewed by the Governing board, Principal, SENDCo and Health and Safety lead.





