

THE CHARTER SCHOOLS

EDUCATIONAL TRUST

The Charter School Bermondsey

School Accessibility Plan

Author	Maggie Selman & Claire Hayward	Director of Business & Operations SENDCO	
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Accessibility Plan

At The Charter School Bermondsey, our core values—You Belong, You Believe, You Become—guide our commitment to fostering a vibrant, inclusive, and supportive environment where every student feels safe, valued, and empowered to reach their full potential. We believe that every child should have access to a high-quality education, regardless of background or ability, and we strive to remove barriers to learning and participation across all aspects of school life.

This Accessibility Plan is drawn up in accordance with the planning duty under the Disability Discrimination Act 2005, as amended by the Children & Families Act 2014, and in line with the Equality Act 2010 and associated SEND regulations. It outlines our strategic approach to ensuring accessibility for all students, staff, parents, and visitors, and reflects our inclusive ethos and legal responsibilities.

Legal Framework

Under the Equality Act 2010, a person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Charter School Bermondsey recognises its duty to:

- Not discriminate against disabled students, staff, or visitors.
- Make reasonable adjustments to ensure access to education and school life.
- Promote equality of opportunity and foster positive attitudes towards disability.

Objectives

We are committed to:

- Providing full access to the curriculum for all students, including those with physical, sensory, cognitive, emotional, or social needs. This includes differentiated teaching, personalised learning plans, and access to enrichment, cultural, and leisure activities.
- Improving and maintaining access to the physical environment of the school, including adjustments to facilities, furniture, lighting, and signage to support students and visitors with physical or sensory impairments.
- Enhancing the delivery of written information in accessible formats for students, staff, and families with disabilities, including alternative formats for timetables, handouts, and school communications.

Principles

- We value the knowledge and insight of parents and carers regarding their child's needs and respect their right to confidentiality.
- We aim to create a culture of awareness, tolerance, and inclusion, where diversity is celebrated and every student is supported to thrive.

- We endorse the principles of the National Curriculum, including setting suitable learning challenges, responding to diverse learning needs, and overcoming barriers to learning and assessment.

Implementation

The Accessibility Plan is monitored and reviewed annually by the Health & Safety Link Governor, the Site and Facilities Manager, and the Leader of Inclusion. Key actions include:

- Reviewing the accessibility of the school site following any building works.
- Conducting curriculum accessibility audits and making necessary modifications.
- Gathering student voice feedback to identify perceived barriers.
- Ensuring all students with physical disabilities have appropriate Individual Education Plans (IEPs).
- Installing and maintaining Evac Chairs and ensuring staff are trained in their use.

Monitoring and Review

- The Accessibility Plan is published on the school website and available on request.
- It is reviewed annually and updated as necessary to reflect changes in legislation, school context, and student needs.
- The plan is overseen by the Full Governing Body and may be reviewed by Ofsted during inspection.

Physical access audit and plan					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	X			
2	Are pathways and routes logical and well signed?	X			
3	Do you have emergency and evacuation procedures to alert all students?	X			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X			
5	Do furniture layouts allow easy movement for students with disabilities?	X			What is changed when a child has a leg injury, where do the risk assessments go? And do they include keeping the child in class
6	Are quiet rooms/calming rooms available to children who need this facility?	X			
7	Are car parking spaces reserved for disabled people near the main entrance?			X	
8	Are there any barriers to easy movement around the site and to the main entrance?		X		
9	Are steps needed for access to the main entrance?		X		
10	Do all steps have contrasting edging?	X			
11	If there are steps, is a ramp provided to access the main entrance?			X	
12	Is there a continuous handrail on each ramp and stair flight and landing.	X			
13	Is it possible for a wheelchair user to get through the principal door unaided?	X			
14	If no, is an alternative wheelchair accessible entrance provided?			X	
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	X			
Item	Issue	Yes	No	N/A	Action

16	Do all internal doors allow a wheelchair user to get through unaided?	X			
17	Do all the corridors have a clear, unobstructed width of 1.2m?	X			
18	Does each corridor/block/building have a wheelchair accessible toilet?	X			
19	Does the relevant block have accessible changing rooms?	X			
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?			X	
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?	X			
22	Is there a continuous handrail on each internal stair flight?	X			
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.		X		
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	X			Evac chairs to be serviced and placed
25	Are non-visual guides used to assist people to use the buildings?		X		
26	Could any of the décor be confusing or disorientating for students with disabilities?		X		
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	X			
28	Is a hearing induction loop available (either fixed or portable) in the school?	X			

Learning access and audit					
Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all		X		Training is reviewed annually. Staff are informed and supported to manage individual

	staff to understand and recognise disability issues?				needs.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X			Training is reviewed annually. Staff are informed and supported to manage individual needs.
3	Do all staff seek to remove all barriers to learning and participation?	X			
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	X			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X			
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	X			All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X			SENCO to liaise with practical based subject teachers
9	Do you provide access to appropriate technology for those with disabilities?	X			Specific assessments to be carried out based on individual needs.

Information access and audit plan

Item	Issue	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		X		Specific assessments are based on individual need.
2	Do you have the facilities such as ICT to produce written information in different formats?	X			
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	X			Audit EAL students with a view to providing documents in additional languages