



Accessibility Plan
Prepared by: The Central Team
Date: 13th August 2026
Version: V1

Contents

[INTRODUCTION](#)

[AIMS](#)

[LEGISLATION AND GUIDANCE](#)

[LINKS WITH OTHER POLICIES](#)

[ACTION PLAN](#)

[MONITORING, APPROVAL & POLICY REVIEW](#)

[REVISION HISTORY](#)

1. INTRODUCTION

Burlington House School, Tooting is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Burlington House School, Tooting documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#), considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School, Tooting.

The policy documents of Burlington House School, Tooting are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

We are committed to ensuring that every pupil feels valued, respected and included regardless of disability and individual learning needs. We promote equality of opportunity, celebrate individual strengths and work in partnership with pupils, parents/carers and staff to remove barriers to participation and learning.

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

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 school supports any available partnerships to develop and implement the plan.

The school will consider local guidance within the London Borough of Lambeth too support best practice and work collaboratively with external professionals. The accessibility plan will be reviewed to make sure it remains relevant and effective, consistent with the school's legal responsibilities.

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.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents/carers, staff and governors of the school].

3. 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.

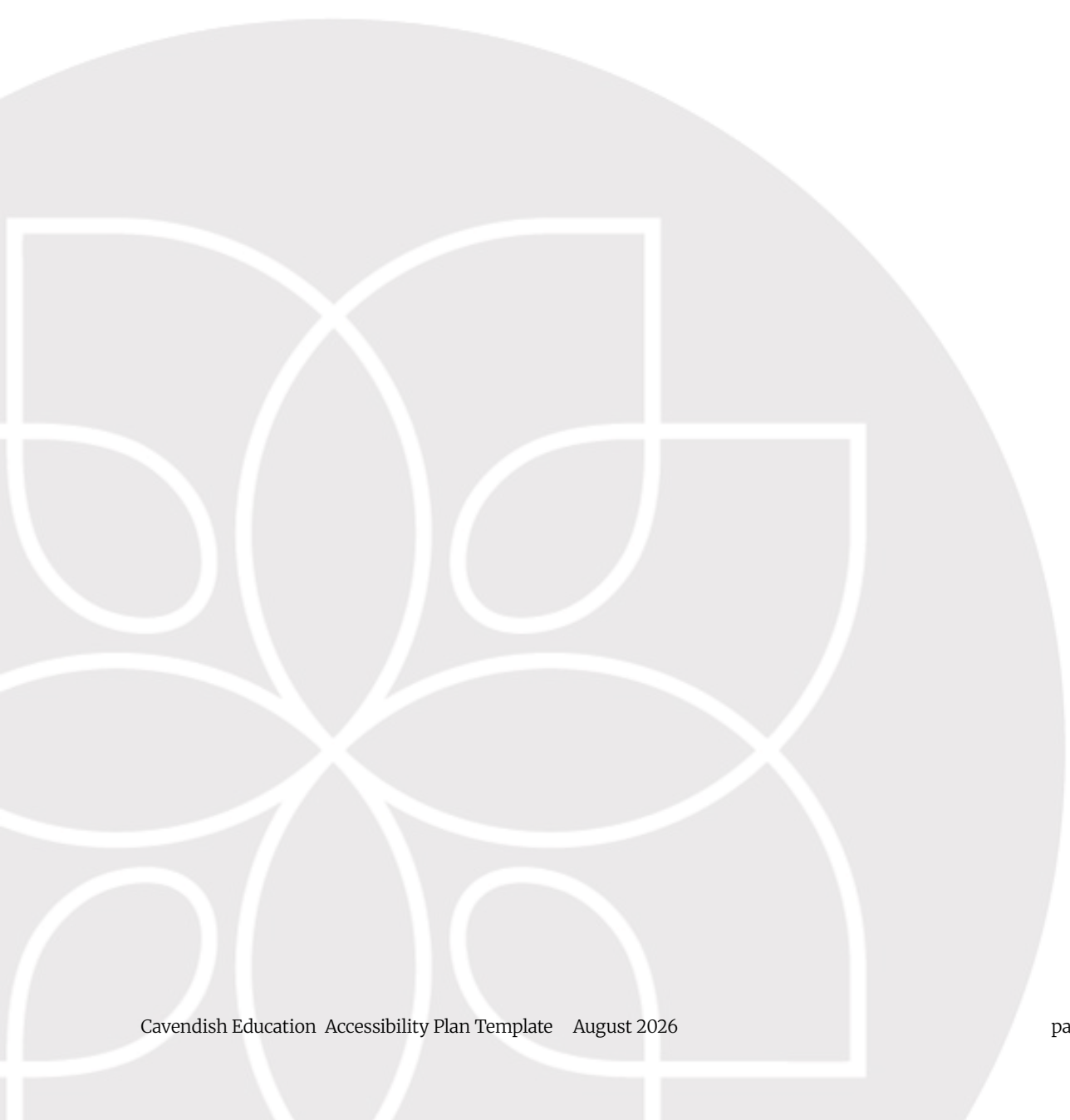
Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

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



5. ACTION PLAN

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils adapted for SPLDs • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	Short Term: To develop, implement, and monitor teaching and learning strategies to ensure all pupils (inc those with disabilities) are able to access the curriculum. Long Term: For all pupils inc those with disabilities are able to make progress towards their GCSE targets and move on successfully to their next stage of education or training.	Learning walks and book scrutiny to interrogate quality of education. Staff training opportunities in areas related to learning needs and disability. Annual reviews of EHCP outcomes to track progress towards individual targets.	Farah Khizar, Assistant Head Teacher – Academic Matt Farrah, Deputy Headteacher, SENCO	Tracking progress at termly data drops and using available data to direct pupils into appropriate academic intervention. Data Drops: October 16 December 4 February 5 March 12	Student progress in all year groups.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as best as possible given the limitations of the building itself. Currently, it cannot accommodate children in wheelchairs comfortably.	In the short term, we aim to accommodate wheelchair users on the ground floor by using a mobile access ramp at the school entrance. In the long term the school aims to install a disabled access bathroom on the ground floor.	Implement a ramp at the entry of the building to accommodate wheelchair users on the ground floor Create an disabled bathroom accessible on the ground floor	Kaniska Jones/ Paul Jones	20/11/2026 01/09/2028	Enable wheelchair users to access the ground floor and provide accessible and appropriate bathroom facilities.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information	• Internal signage • Digital, audio or video formats We will find out what each person needs provide that format when they need it	• Short-term: Audit signs and replace the most urgent ones. • Long-term: Clear, consistent signage throughout the building	Actions: Use high-contrast, large-print, Braille and tactile signs at a consistent height.	Kaniska Jones/ Paul jones	01/09/2027	People find their way without help. All signs updated within 12 months.
		• Short-term: Record each person's communication needs. • Long-term: Key information available in all formats on request.	Actions: Create audio versions, captioned or BSL videos and screen-reader-friendly documents.	Kaniska Jones/ Paul jones	01/09/2027	Requests met on time, and people understand the information they receive.

6. MONITORING, APPROVAL & POLICY REVIEW

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the Central Team.

Policy Approver(s)	Senior Leadership Team of the school
Storage Location	Website, online, hard copy in the school
Effective Date	13th August 2026
Next Review Date	13th August 2027

7. REVISION HISTORY

Version	Change	Author	Date of Change
V1	First published	The Central Team	August 2026