



LANGTREE SCHOOL GOVERNORS'

Accessibility Plan

LANGTREE SCHOOL ACADEMY TRUST COMPANY
 AN EXEMPT CHARITY LIMITED BY GUARANTEE
 COMPANY NUMBER 7980335

In this policy as in all documents of The Langtree School Academy Trust Company (“TLSATC”) any reference to Langtree School, School, Governors of Langtree School or Trustees of Langtree School Academy Trust Company is a reference to The Board of Directors of The Langtree School Academy Trust Company and any reference to the Headteacher of Langtree School is a reference to the Chief Executive Officer of TLSATC.

STATUS:			
RECOMMENDED		STATUTORY	✓
REVIEW FREQUENCY		2 years	
DATE OF POLICY		May 2019	
DATE OF LAST REVIEW		May 2019	
REVIEW DUE		May 2021	
COMMITTEE		Curriculum and Standards	
Signed: Chair of Governors			

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1. Aims

Schools are required under the Equality Act 2010 and the SEN code of practice 2014 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. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions	Success criteria
Improve and maintain access to the physical environment	<p>Significant adaptations were made to the ground floor of the school site in 2018 to ensure wheelchair accessibility and toileting access.</p> <p>Prior to admittance of a child with a disability or impairment we continue to ensure surveys and risk assessments are carried out and, when appropriate, actions are implemented to ensure that the school is accessible.</p> <p>A similar survey and risk assessment is completed for any existing student who develops an impairment or disability.</p>	<p>Some doors are too heavy for students to push open, this will require 6 new doors to be installed</p> <p>When appropriate, room changes from upstairs to the ground floor to ensure curriculum access</p>	<p>Send quotes for automated doors to OCC, followed by the necessary electrical work</p> <p>Actions implemented as identified on individual surveys and risk assessments.</p> <p>Recent examples include re-rooming the pastoral team to a downstairs office and re-timetabling IT lessons on the ground floor.</p>	SENDCo Business Manager	31/8/19 Ongoing	<p>Six automated doors have been installed</p> <p>All students can access curriculum subjects and key members of staff</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment has been recently adapted to the needs of students as required. This has included:</p> <ul style="list-style-type: none"> ● Ramps ● Wheelchair accessible external doors. ● Disabled toilets, showering and changing facilities ● New equipment/resources include a hoist, changing mat, height adjustable chair, table and cooking hob ● 	<p>Furniture and equipment is selected, charged, adjusted and located appropriately</p> <p>Timetables for identified students are regularly checked to ensure they are accessible both in size and positioning.</p>	<p>Regular equipment reviews with OT and Physio</p> <p>Staff are informed of all students with mobility issues and create a suitable timetable to meet their need</p>	<p>SENDCo</p>	<p>Two monthly</p> <p>Ongoing</p>	<p>Equipment has been regularly risk assessed by Occupational Therapist and Physio</p> <p>All identified students are timetabled in appropriate classrooms to meet their needs</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources <p>School website contains newsletters, correspondence and information. Weekly Bulletin.</p> <p>Intouch used to inform parents about absences, messages and reports</p>	<p>Signage on doors can be confusing as a lack of uniformed numbering system</p> <p>Review SEND information that goes to parents, this includes exam concessions granted and letters about intervention</p>	<p>Contractors to re-configure alarms New numbering system agreed with school staff</p>	<p>Headteacher</p> <p>SENDCo</p>	<p>September 2019</p>	<p>All rooms will be renumbered</p>

<p>Improve evacuation procedures for disabled/injured pupils</p>	<p>SENDCo ensures that a Personal Emergency Evacuation Plan (PEEP) for all current students with an impairment or disability has been completed. All staff are aware of identified pupils who have a PEEP</p>	<p>Evacuation procedure is reviewed each year</p>	<p>To develop and review PEEP for identified students. Ensure PEEPs are accessible for all relevant staff</p>	<p>SENDCo</p>	<p>Ongoing</p>	<p>All school staff and identified students are aware of procedures for disabled/injured students</p>
<p>Increase access to the curriculum for pupils with a disability or SEN</p>	<p>We provide resources tailored to the needs of students who require support to access the curriculum, for example:</p> <ul style="list-style-type: none"> ● Printing on different background colours to support dyslexic students ● Reading pens widely used ● Laptops and Chromebooks available for use by dyslexic students ● Differentiation has been a focus on the SDP <p>Curriculum content is regularly reviewed to ensure it meets the needs of all students, this includes a wider choice of subjects on offer at GCSE, as well as regularly reviewing the impact of intervention programmes that are offered</p>	<p>Ensure that all staff are regularly trained to employ quality first teaching strategies and in addition to this, pupil profile strategies for identified students are reviewed regularly.</p> <p>Deployment of Teaching Assistants also requires reviewing on a half termly basis</p> <p>Monitor success of alternative subjects studied for GCSE</p> <p>PE curriculum further adapted to meet the needs of learners with physical disabilities</p>	<p>Programme of staff development through school-based and external training opportunities</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p> <p>Recommendations from OT and Physio services are actioned. Alternative and adapted equipment to be purchased if necessary</p>			<p>All students make expected or better progress</p> <p>Learning Walks and Classroom observations report that this is embedded in lessons</p> <p>Identified pupils have the skills and strategies to access the curriculum</p> <p>The strategies to support curriculum access are shared with the relevant staff supporting the pupils</p>

Increase access to extra curricula activities, trips and visits for pupils with a disability or SEN	Participation rates are monitored for some sub-groups	To establish a robust system to monitor participation rates in extra curricula activities for sub-groups	Identify suitable and cost-effective transport for wheelchair users		SENDCo	There is no disparity in participation rates amongst sub-groups All students can access school trips and visits
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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 Curriculum and Standards Committee

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 pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Ensure classes with wheelchair users or students with mobility issues are timeabled on the ground floor		
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
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