



# LANGTREE SCHOOL GOVERNORS’ ACCESSIBILITY POLICY AND ACTION 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.

<b>STATUS:</b>			
<b>RECOMMENDED</b>		<b>STATUTORY</b>	
<b>REVIEW FREQUENCY</b>		<b>3 YEARS</b>	
<b>DATE OF POLICY</b>		June 2022	
<b>DATE OF LAST REVIEW</b>		June 2022	
<b>REVIEW DUE</b>		June 2025	
<b>COMMITTEE</b>		<b>Curriculum &amp; Standards</b>	
<b>Signed: Chair of Governors</b>			

# Accessibility Policy and Action Plan

## Contents:

- Aims
- Legislation and Guidance
- Action Plan
- Monitoring arrangements

## 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

Langtree School's core values are courtesy, respect and tolerance. Therefore, we are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sexual orientation and gender, race, colour, religion or disability. 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 committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues, for example, there are informative / training links related to specific disabilities on the SEND Register, and in addition to this, regular student focus briefings take place with all staff.

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 students, Teaching Assistants and Governors

## 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 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.

## 3. 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.

## 4. 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
- Special educational needs (SEND) information report
- 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.

### 5.1 AIM: Increase access to the curriculum for pupils with a disability

Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
The curriculum is reviewed to ensure it meets the needs of all pupils.	Review of English/literacy provision	Impact review of HLT and Yr 7 English/Lit intervention	SLT/TL	Sept 22 and Sept 23	Students (particularly SEND) have made progress in English
	Development pathway options at KS 4	Student feedback. Review of Attainment 8. Progress 8	AHT	Feb 23	Students follow appropriate and meaningful pathways at KS 4
	Ensure there is a fairer representation of disability in the curriculum	Depts to review their curriculum to explore opportunities to include examples of people with disabilities. Talks/assemblies from disabled people. Tutor time activities	PSHE/SPS/TL /SLT	Ongoing	Students have a greater awareness of disability in the wider world
Pupils with a disability have a profile with suggested strategies to support learning and inclusion which are regularly updated and shared with staff	Staff meet regularly to upskill their knowledge and understanding of specific student issues that may be causing a barrier to learning	Regular staff student focus briefings. Review impact.	SENDCo/SPS /PP Co-ordinator	Nov 22	Students' needs are recognised with strategies in place to remove any barriers to learning
	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs	Plan and deliver bespoke training opportunities with outside agencies when the need arises	SLT/TL	Ongoing	Staff are confident at using suggested strategies. Students benefit from an adapted delivery of curriculum appropriate to needs.
	Students are seated in classrooms in line with their profile	Performance management and Further Professional Learning needs identified	SLT/TL/SENDCo	Ongoing	
	Succession planning in place for every specialist role within Learning Support so that we	Learning walks include SEND profile monitoring	Teachers	Ongoing	
		TAs and teachers obtain feedback from students regarding seating plans	SLT/SENDCo	Ongoing	Students continue to have access to high quality provision
		Provide structured training opportunities for current TAs			

	will always have the expertise required within the team despite changes to staff.				
Tailored resources for pupils who require support to access the curriculum. Includes regular input from Physical Disability Team, SENSS and CAMHS	Tailored resources ensures that all students can access the curriculum	Recommendations from OT, PD Team and Physio services are actioned. Alternative and adapted equipment to be purchased if necessary.  TA and student training where required for assistive technology	SENDCo	Ongoing	Students continue to have access to high quality provision
Reward systems are in place at KS3 and KS4. Student achievement is recognised and celebrated	All students feel reassured regarding the progress that they are making and where they need to go next	Staff Student Focus on managing anxiety (Gifted Burnt Out Kid)  Yearly assembly on Zones of Regulation at KS 3	SENDCo	Nov 22	Students feel they are successful at school and can better manage their anxiety
Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	Ensure targets are appropriate for students with additional needs  Ensure targets are appropriate for each new Year 7 cohort	Explore whether adjustments need to be made for students on the SEND Register - different rate/speed of progress	AHT/SENDCo TL	Ongoing  February of each year	Students have aspirational, but realistic targets which reflect progress being made

## 5.2 Aim: Improve and maintain access to the physical environment

Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
<p>From 2018, significant adaptations have been made to the school site, these include:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled toilet, showering and changing facilities</li> <li>• Power assisted doors</li> <li>• Equipment includes hoist, height adjustable chair, table and cooking hob</li> </ul>	<p>To hire a ramp for the stage in the main hall if required</p> <p>Increase the number of automated doorways for students who would ordinarily rely on a member of staff to open doors</p> <p>Furniture and equipment is selected, charged, adjusted and located appropriately</p>	<p>Students with specific needs have all the appropriate equipment and furniture.</p> <p>Liaise with PD team and LA regarding 2 more power assisted doors.</p> <p>Actions implemented as identified on individual surveys and risk Assessments.</p>	<p>SENDCo/Site Manager</p> <p>Site Manager/SENDCo</p> <p>SENDCo</p>	<p>Ongoing</p> <p>July 22</p> <p>Ongoing</p>	<p>The ground floor of the school site is accessible to all students</p>
<p>Prior to admittance of a pupil 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. A similar survey and risk assessment is completed for an existing student who develops an impairment or disability.</p>	<p>To review timetables for identified pupils to ensure they are accessible both in size and positioning. When appropriate room changes from upstairs to the ground floor to ensure curriculum access</p>	<p>Staff are informed of all students with mobility issues and create a suitable timetable to meet their need</p>	<p>AHT</p>	<p>Ongoing</p>	<p>All identified students are timetabled in appropriate classrooms to meet their needs</p>
<p>Personal evacuation plans are in place for identified vulnerable students.</p>	<p>All student can evacuate safely</p>	<p>PEEPs are upto date</p>	<p>SENDCo</p>	<p>Updated yearly</p>	<p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p>
	<p>To continually maintain yellow/ fluorescent warning strips on vertical posts, steps and handrails.</p>	<p>All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round.</p>	<p>Site Manager</p>	<p>Ongoing</p>	<p>All students with sight impairment are able to navigate successfully around school safely</p>

A variety of extracurricular activities are offered, both at lunchtimes and after school	All students can access extra curricular activities	All clubs/ workshops/clinics should be downstairs so accessible for all students	SENDCo	Ongoing	All students are able to participate in extracurricular activities
--	---	--	--------	---------	--

### 5.3 Aim: Improve the delivery of information to pupils with a disability

Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Transition booklet for vulnerable/SEND Year 6 students.	Update transition booklet for Year 6 students going to Langtree	Update information and photos	SENDCo	July 22	Students have a visual representation of key information to aid transition, this includes classrooms and key members of staff
External agency advice is sought as appropriate to ensure information is accessible for all students, this could include: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	When appropriate, close liaison with PD Team, SENSS to ensure information is accessible	Ensure consideration and appropriate assessments have been made for any new student joining the school	SENDCo	Ongoing	Information is accessible to all students
Classrooms in the school have been re-named and labeled	To ensure signage is not confusing or disorientating	Regular review of site to ensure signage is maintained. Students are involved in any review of signage/labeling	Site Manager	Ongoing	Students can confidently find their way around the school site
Appropriate resources/materials are provided for exams and assessments	Students are granted exam concessions as appropriate Staff have access to the students requiring exam and test concessions and this information is regularly updated	Exam concession assessments to take place on a regular basis	SENDCo/Exams Officer	Ongoing	Exams are not a barrier to potential
Information is provided to all parents and students in an appropriate form (including during parental meetings)	Letters/emails/messages/reports need to be accessible for students and parents	Ensure all 'educational jargon' is explained or re-phrased. Tutors ensure that greater explanation is provided for notices	HofY/SENDco and Exams Officer	Ongoing	Information and communication from school is understood by all stakeholders



Residential trips and educational visits take place throughout the year	Students feel reassured that they have the necessary information and that they can feedback any concerns that they have	ELC to review how students can ask questions/share their concerns with the trip leader e.g. google form	ELC/Trip Leaders		Students approach residential and educational visits with confidence
---	---	---	------------------	--	--