



# LANGTREE SCHOOL TRUSTEES’ 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, Trustees 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 Head Teacher 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>		<b>June 2025</b>	
<b>DATE OF LAST REVIEW</b>		<b>June 2025</b>	
<b>REVIEW DUE</b>		<b>June 2028</b>	
<b>EXECUTIVE LEAD</b>		<b>Susannah Wood</b>	
<b>COMMITTEE</b>		<b>Curriculum &amp; Standards</b>	
<b>Signed: Chair of Trustees</b>			

# Accessibility Policy and Action Plan

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## 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 students can participate in the curriculum;
- improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- improve the availability of accessible information to disabled students.

Langtree School's core values are courtesy, respect and integrity. 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 students to maximise their potential regardless of age, sexual orientation and gender, race, colour, religion or disability. This involves providing access and opportunities for all students without discrimination of any kind.

The plan will be made available online on the school website, and paper copies made 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 involving 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 Trustees

## 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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 on each occasion by the Board of Trustees.

## 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 students 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 students 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 students.	Development pathway options at KS 4	Student feedback. Review of Attainment 8. Progress 8	AHT	Ongoing	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
	Provide regular CPD on inclusive pedagogy and accessibility tools	Use lesson observations and learning walks to assess accessibility in practice	SLT	Ongoing	Evidence of accessible learning environments where teaching strategies are adapted to reduce barriers to learning
	Source an English tutor and explore online tutoring programme, for example, Peppo	Gather feedback from students with SEND and those eligible for Pupil Premium  Trial Peppo with identified students	SLT  PP Champion	Ongoing	Targeted intervention for identified students

<p>Students with a disability have a profile with suggested strategies to support learning and inclusion which are regularly updated and shared with staff</p>	<p>Staff meet regularly to upskill their knowledge and understanding of specific student issues that may be causing a barrier to learning</p> <p>All staff are continually trained to employ quality-first teaching strategies in the first instance in response to individual needs</p> <p>Students are seated in classrooms in line with their profile</p> <p>Succession planning in place for every specialist role within Learning Support so that we will always have the expertise required within the team despite changes to staff.</p> <p>Satchel and Staff Briefing notes are used to signpost additional needs, such as PP, YC, EHCP and SEND Support and Monitoring</p> <p>The SEND Register and PP Register are visible and accessible. Staff know the students and feel prepared for Parents Evening</p>	<p>Regular staff student- focus briefings. <del>Review impact.</del></p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p> <p>Performance management and Further Professional Learning needs identified</p> <p>Learning walks include SEND profile monitoring</p> <p>TAs and teachers obtain feedback from students regarding seating plans</p> <p>Provide structured training opportunities for current TAs</p> <p>Update Satchel with category of need</p> <p>Use Welfare notes to update staff about student need</p>	<p>SENDCo/SPS /PP Co-ordinator</p> <p>SLT/TL</p> <p>SLT/TL/SEND Co</p> <p>Teachers</p> <p>SLT/SENDCo</p> <p>Pastoral Team</p>	<p>Nov 22</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Students' needs are recognised with strategies in place to remove any barriers to learning</p> <p>Staff are confident at using suggested strategies. Students benefit from an adapted delivery of curriculum appropriate to needs.</p> <p>Students continue to have access to high-quality provision</p> <p>Staff can easily locate key information about students' needs within Satchel and Briefing notes</p> <p>Teaching and Learning reflects adaptive strategies for signposted students</p> <p>Teaching staff feel confident and prepared to speak about provision and progress</p>
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<p>Tailored resources for students who require support to access the curriculum. Includes regular input from Physical Disability Team, SENSS and CAMHS</p>	<p>Tailored resources ensure that all students can access the curriculum</p>	<p>Recommendations from OT, PD Team and Physio services are actioned. Alternative and adapted equipment to be purchased if necessary.</p> <p>Staff training where required for assistive technology</p>	<p>SENDCo</p>	<p>Ongoing</p>	<p>Students continue to have access to high-quality provision</p>
<p>Reward systems are in place at KS3 and KS4. Student achievement is recognised and celebrated</p>	<p>Vulnerable groups access the Langtree Challenge and the variety of 'responsible roles' within the school</p> <p>Parents/carers are regularly informed about student successes</p>	<p>Track reward distribution across key groups to ensure no cohort is under-represented</p> <p>Stachel - toggle on</p>	<p>Pastoral Team</p>	<p>Ongoing</p>	<p>Students feel they are successful at school and are able to access responsible roles in the school</p>
<p>Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs.</p>	<p>Ensure targets are appropriate for students with additional needs</p> <p>Ensure targets are appropriate for each new Year 7 cohort</p>	<p>Explore whether adjustments need to be made for students on the SEND Register - different rate/speed of progress</p>	<p>AHT/SENDCo TL</p>	<p>Ongoing</p> <p>February of each year</p>	<p>Students have aspirational, but realistic targets which reflect progress being made</p>

## 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, which 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> <ul style="list-style-type: none"> <li>● Covered picnic area</li> </ul>	<p>To hire a ramp for the stage in the main hall if required</p> <p><del>Increase the number of automated doorways for students who would ordinarily rely on a member of staff to open doors</del></p> <p>Furniture and equipment is selected, charged, adjusted and located appropriately</p> <p>Covered picnic area is an accessible and calming space that can be used by all students</p>	<p>Students with specific needs have all the appropriate equipment and furniture.</p> <p><del>Liaise with PD team and LA regarding two more power-assisted doors.</del></p> <p>Actions implemented as identified on individual surveys and risk Assessments.</p> <p>Continue liaison with Mend The Gap to secure funding and implement plans</p>	<p>SENDCo/Site Manager</p> <p>Site Manager/SENDCo</p> <p>SENDCo</p> <p>CV</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>

Prior to admittance of a student 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.	To review timetables for identified students to ensure they are accessible both in size and positioning. When appropriate, room changes made from upstairs to the ground floor to ensure curriculum access	Staff are informed of all students with mobility issues and suitable timetables are created to meet their need	AHT	Ongoing	All identified students are timetabled in appropriate classrooms to meet their needs
Personal emergency evacuation plans (PEEPs) are in place for identified vulnerable students.	All students can evacuate safely	Personal Emergency Evacuation Plan (PEEP) are up to date	SENDCo	Updated yearly	Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.
<b>Something missing?</b> Visual hazard identification and accessibility	To continually maintain yellow/ fluorescent warning strips on vertical posts, steps and handrails.	All areas both internal and external to be included, plus ongoing maintenance of existing warning fixtures and strips. These to be checked and maintained all year round.	Site Manager	Ongoing	All students with a sight, or physical impairment are able to navigate successfully around school safely
A variety of extracurricular activities are offered, both at lunchtimes and after school	All students can access extracurricular activities	All clubs/ workshops/clinics should be downstairs so are accessible for all students	SENDCo	Ongoing	All students are able to participate in extracurricular activities

### 5.3 Aim: Improve the delivery of information to students 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 coming to Langtree	Update information and photos	SENDCo	Update yearly	Students have a visual representation of key information to aid transition, which includes classrooms and key members of staff
<p>External agency advice is sought as appropriate to ensure information is accessible for all students, which could include:</p> <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 that appropriate assessments have been made for any new student joining the school	SENDCo	Ongoing	Information is accessible to all students
<del>Classrooms in the school have been re-named and labelled</del>	<del>To ensure signage is not confusing or disorientating</del>	<del>Regular review of the site to ensure signage is maintained. Students are involved in any review of signage/labeling</del>	Site Manager	Ongoing	<del>Students can confidently find their way around the school site</del>
Appropriate resources/materials are provided for exams and assessments	Students are granted exam concessions as appropriate Staff have access to the list of students requiring exam and test concessions, and that this information is regularly updated	Exam concession assessments to take place on a regular basis	SENDCo/Exams Officer	Ongoing	Exams and associated arrangements 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 to ensure that greater explanation is provided for notices	HoFY/SENDco and Exams Officer	Ongoing	All 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. via a Google form)	ELC/Trip Leaders		Students approach residential and educational visits with confidence