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### 1. Context

Langley Park School for Girls is a girls comprehensive Secondary School with a mixed sixth form.

### 2. Purpose of this Accessibility Plan

The core purpose of this plan is to show how Langley Park Girls School intends, over time, to increase accessibility to the physical environment, the curriculum and written information for all pupils with a disability. This is linked with the school's duty to make reasonable adjustments, which includes taking positive steps to ensure that disabled pupils can fully participate in the education provided by the school and to avoid any substantial disadvantage.

### 3. Key Aims

For pupils and other members of the school community with a disability to have:

- total access to our school's environment, curriculum, and information; and
- full participation in the school community

### 4. Principles

Compliance with the *Equality Act 2010* is consistent with our school's aims, our Equality policy, the SEND Code of Practice and our SEND Information Report.

Our staff recognise their duty under the Equality Act:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and
- to publish an Accessibility Plan

In performing their duties governors have regard to the Equality Act 2010, our school:

- recognises and values the young person's knowledge/parents' knowledge of their child's disability;
- recognises the effect their disability has on his/her ability to carry out activities; and
- respects the parents' and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum that is adapted, personalised and age appropriate.

## 5. 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.

This policy complies with our funding agreement and articles of association.

## 6. Action Plan

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

<b>Access to the curriculum</b>					
<b>Accessibility outcome</b>	<b>Actions to achieve this</b>	<b>Who is responsible?</b>	<b>By when?</b>	<b>Update</b>	<b>Success Criteria</b>
<b>All students have access to a broad, balanced, and relevant curriculum.</b>	<ul style="list-style-type: none"> <li>Whole-school curriculum offer reviewed annually through an accessibility lens and adjustments made</li> <li>Key Stage 4 options pathways reviewed annually</li> <li>We have high expectations and ambitious targets for all students</li> <li>Our curriculum allows all students to produce work that makes reaching a high standard possible</li> <li>Extra-curricular activities and enriching opportunities are accessible for all students</li> </ul>	SLT/ ELT  SLT  SLT, ELT, Teaching staff  SLT, ELT  SLT and HOYs	Annually	Sept 2023: Adjustments to curriculum offer have been made. Impact to be monitored and evaluated throughout.	SEND students' achievement is at least in line with all other students

<b>All students have a differentiated curriculum that meets their individual needs.</b>	<ul style="list-style-type: none"> <li>Quality First Teaching strategies include adaptive teaching to ensure access to all.</li> </ul>	All teaching staff	Ongoing		Work Scrutiny of SEND students shows that they are achieving at least as highly as their peers
	<ul style="list-style-type: none"> <li>SEND (Special Educational Needs and Disabilities) register continually updated and updates shared with staff to outline key strategies to support SEND students.</li> </ul>	SENCO/ ASENCO/			
	<ul style="list-style-type: none"> <li>Information sharing system allows regular updates on student needs for individual staff</li> </ul>	SENCO			
	<ul style="list-style-type: none"> <li>Students with an EHCP (Education, Health, and Care Plan) have individualised targets within the classroom setting which are included in the SEND register and continually reviewed.</li> </ul>	SENCO			
	<ul style="list-style-type: none"> <li>Interventions are monitored for impact on progress</li> </ul>	SENCO			

Use of Learning Support Assistants	<ul style="list-style-type: none"> <li>Impact of LSAs is monitored to ensure we are adding value to what teachers are doing rather than replacing them</li> </ul>	SENCO	Summer 1		Findings evaluated to inform next steps
Exam access arrangements	<ul style="list-style-type: none"> <li>Develop a system that means students do not have to advocate for themselves should they require extra time</li> <li>Extra time is allocated within the lesson/assessment period and not in social time</li> </ul>	SENCO  Exams Co-Ordinator and HoS/ HoF	Autumn 1  Autumn 1		

<b>Students' access to the curriculum is increased because they attend school more regularly.</b>	<ul style="list-style-type: none"> <li>Students with low attendance are targeted for early intervention.</li> <li>New tiered systems based on early intervention are used and monitored to tackle persistent absence.</li> </ul>	AHT Attendance HoKs	Ongoing		Attendance data indicates that attendance of SEND students is 95%+
<b>Students understand the impact of lateness and nonattendance on their progress.</b>	<ul style="list-style-type: none"> <li>Assemblies with all students provide information about the impact of lateness and attendance on their learning.</li> <li>Attendance and lateness impact figures displayed around the school on student screens</li> <li>Monitoring of number of minutes late to lessons is reported home in termly reports.</li> </ul>	AHT Attendance  Attendance officer  All teaching staff/ Attendance officer			The punctuality of SEND students is in line with all other students
<b>Flexible timetabling enables higher level of engagement in school.</b>	<ul style="list-style-type: none"> <li>Students with special educational or medical needs are given individualised timetable options to enable maximum participation and access to the curriculum. This is done on an individual basis.</li> </ul>	SENCO	As needed	Case study examples historically demonstrate that flexible timetabling has increased school engagement for some vulnerable students.	
<b>Peer support and mentoring programmes</b>	<ul style="list-style-type: none"> <li>Vulnerable students and those with special educational needs have access to peer support</li> </ul>	SENCO	Ongoing		

<b>increase participation and confidence in learning.</b>	programmes and mentoring programmes with specific goals around support for educational needs.				Student surveys indicate the positive impact of these strategies
<b>Students have access to assistive technology to support in learning.</b>	<ul style="list-style-type: none"> <li>Continual review and introduction of assistive technology to support targeted students.</li> <li>Disadvantaged/ SEND students to have access to use of assistive technology on basis of need. This is both for in-class and exams.</li> </ul>	SENCO/ASENCO	Ongoing		

<b>Access to the <i>physical environment</i></b>					
<b>Accessibility outcome</b>	<b>Actions to achieve this</b>	<b>Who is responsible?</b>	<b>By when?</b>	<b>Update</b>	<b>Success Criteria</b>

<p><b>Adaptions to the physical environment are made to ensure maximum participation for students with mobility difficulties/ medical needs.</b></p>	<ul style="list-style-type: none"> <li>Up to date audit in Autumn 2023 to ensure appropriate environment for students with physical/ mobility needs. This includes review of: <ul style="list-style-type: none"> <li>Ramps</li> <li>Elevators</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Library shelves at wheelchair-accessible height</li> </ul> </li> <li>Regular liaison with Occupational Therapy regarding adaptions needed for specific students with medical and physical needs.</li> <li>Timetabling considers limitations for students with medical or physical needs and accommodates this within their timetable.</li> <li>Safety plans and alternative movement routes around the school are offered for those who require wheelchair or use of crutches.</li> </ul>	<p>SRO &amp; DSW</p> <p>SENDCO</p> <p>SLT/ SENDCO</p> <p>SENDCO</p>	<p>Autumn Term 2023</p> <p>Ongoing as needed</p> <p>Annually reviewed in Summer term plus ad hoc.</p> <p>Ongoing as needed</p>	<p>Review has been undertaken in April 2023 including urgent work to be completed over the summer break, August 2023.</p> <p>Timetable adaptations have been made for staff and students as part of their risk assessment.</p>	<p>Students continue to access teaching from subject specialists.</p>
<p><b>Risk assessments of their physical environment show that students can move safely around the school and identifies actions for improvements.</b></p>	<ul style="list-style-type: none"> <li>Risk assessments for individual students are carried out to identify areas of risk and addressed on an individual basis, including those with physical, mobility or sensory needs.</li> </ul>	<p>SRO, DSW &amp; SENDCO</p>	<p>Annually/ as needed.</p>	<p>Timetable adaptations have been made for staff and students as part of their risk assessment.</p>	<p>Students continue to access teaching from subject specialists.</p>



<b>Improvements to the physical learning environment and are identified and adapted as required.</b>	<ul style="list-style-type: none"> <li>Regular school environment walks by HT and Estates Manager to highlight areas for improvement.</li> </ul>	HRA & SRO	Termly	Review has been undertaken in April 2023 including urgent work to be completed over the summer break, August 2023.	
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## ***Access to information***

<b>Accessibility outcome</b>	<b>Actions to achieve this</b>	<b>Who is responsible?</b>	<b>By when?</b>	<b>Update</b>	<b>Success Criteria</b>
<b>Parents and carers have access to written information in a variety of forms.</b>	<ul style="list-style-type: none"> <li>The website is kept up to date with all key information for parents and carers.</li> <li>Alternative forums are offered to clarify/ confirm valuable information for more vulnerable groups e.g., SEND and EAL (English as an Additional Language) forums.</li> </ul>	SENCO/ SLT  EAL Co-Ordinator/ SENCO	Ongoing- as needed		
<b>Parents and carers can access key information in their native language.</b>	<ul style="list-style-type: none"> <li>Parents and carers with English as an additional language are offered key school information in their native language if requested</li> </ul>	EAL Co-Ordinator/ SENCO	Ongoing- as needed		<ul style="list-style-type: none"> <li>Record of potential translators kept up-to-date</li> </ul>

<p><b>Students have access to online information to support learning. For the Sixth Form, students have access to Wi-Fi for independent study.</b></p>	<ul style="list-style-type: none"> <li>• ICT provision has been improved over the last three based on 2020s audit.</li> <li>• Laptop stations are available for Sixth Form Students and also in Student Support</li> <li>• Sixth Form cohort has access to Wi-Fi</li> </ul>	<p>ICT Department/</p>	<p>Ongoing- as needed</p>	<p>Yearly Audit</p>	<ul style="list-style-type: none"> <li>• All departments to have reasonable access to ICT facilities</li> <li>• All students to experience use of IT across curriculum areas</li> </ul>
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## 7. Monitoring arrangements

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, Estates Manager and the Governing Board.

It will be approved by the Governing Board.

## 8. Links with other policies

This accessibility plan is linked to the following policies and documents:

- o [Health and Safety policy](#)
- o [Equality policy](#)
- o [Special Educational Needs \(SEND\) information report](#)
- o [SEND policy](#)
- o [Supporting Students with Medical Needs policy](#)
- o [Complaints policy](#)

Approved by:	[Name]	Date: [Date]
Last reviewed on:	July 2023	
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