

Langley Park School for Girls

Accessibility Plan

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

- 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 Trust's Equality, Diversity & Inclusion 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 students in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;
- to take reasonable steps to avoid putting disabled students 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 students 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 student with disabilities faces in comparison with a student 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.

Access to the *curriculum*

Accessibility outcome	Actions to achieve this	Who is responsible?	By when?	Update	Success criteria
All students have access to a broad, balanced, and relevant curriculum.	- Whole-school curriculum offer reviewed annually through an accessibility lens and adjustments made - Key Stage 4 options pathways reviewed annually - We have high expectations and ambitious targets for all students - Our curriculum allows all students to produce work that makes reaching a high standard possible - Extra-curricular activities and enriching opportunities are accessible for all students	SLT/ ELT SLT SLT, ELT, Teaching staff SLT, ELT SLT and HOYs	Annually	Sept 2025: Adjustments to curriculum offer have been made to include introduction of DT from Year 7 and RS from Year 9 at GCSE level. Impact to be monitored and evaluated throughout.	SEND students' achievement is at least in line with all other students
All students have a differentiated curriculum that meets their individual needs.	- Quality First Teaching strategies include adaptive teaching to ensure access to all. - SEND (Special Educational Needs and Disabilities) register continually updated and updates shared with staff to outline key strategies to support SEND students. - Information sharing system allows regular updates on student needs for individual staff	All teaching staff SENCO/ ASENCO SENCO	Ongoing	April 2026: Trust Peer Review and other drop-ins evidence that students' needs are understood by teachers. Langley Lesson (inclusive framework for teaching) evident in classrooms	Work scrutiny of SEND students shows that they are achieving at least as highly as their peers

Access to the *curriculum*

Accessibility outcome	Actions to achieve this	Who is responsible?	By when?	Update	Success criteria
	- 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. - Interventions are monitored for impact on progress	SENCO SENCO	Ongoing		
Use of Learning Support Assistants	Impact of LSAs is monitored to ensure we are adding value to what teachers are doing rather than replacing them	SENCO	Summer 1	April 2026 Langley Lesson for LSAs devised and monitored in lesson drop ins	Findings evaluated to inform next steps
Exam access arrangements	- Develop a system that means students do not have to advocate for themselves should they require extra time - Extra time is allocated within the lesson/assessment period and not in social time	SENCO Exams Co-ordinator and HoS/ HoF	Autumn 1 Autumn 1	April 2026 In place	Access arrangements in place, evidenced and understood by students, parents and carers
Students' access to the curriculum is increased because they attend school more regularly.	- Students with low attendance are targeted for early intervention. - New tiered systems based on early intervention are used and monitored to tackle persistent absence.	AHT Attendance HoKs	Ongoing	April 2026 Fortnightly attendance inclusion meetings in place, EBSA toolkit training completed by SLT and pastoral leaders	Attendance data indicates that attendance of SEND students is 95%+

Access to the *curriculum*

Accessibility outcome	Actions to achieve this	Who is responsible?	By when?	Update	Success criteria
				and revised attendance systems and letters re: support	
Students understand the impact of lateness and non-attendance on their progress.	- Assemblies with all students provide information about the impact of lateness and attendance on their learning. - Attendance and lateness impact figures displayed around the school on student screens - Monitoring of number of minutes late to lessons is reported home in termly reports.	AHT Attendance Attendance officer All teaching staff/ Attendance officer	Ongoing		The punctuality of SEND students is in line with all other students
Flexible timetabling enables higher level of engagement in school.	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.	SENCO	As needed	April 2026: Changes have been made this year to the timetable to accommodate a staff member with accessibility issues and a number of students, including a wheelchair user and students with visual impairments	Students can access all subject areas for teaching

Access to the *curriculum*

Accessibility outcome	Actions to achieve this	Who is responsible?	By when?	Update	Success criteria
Peer support and mentoring programmes increase participation and confidence in learning.	Vulnerable students and those with special educational needs have access to peer support programmes and mentoring programmes with specific goals around support for educational needs.	SENCO	Ongoing	April 2026: KS3 peer mentoring in place, Y7/10 Coachbright programme took place earlier this year.	Student surveys indicate the positive impact of these strategies
Students have access to assistive technology to support in learning.	- Continual review and introduction of assistive technology to support targeted students. - Disadvantaged/ SEND students to have access to use of assistive technology on basis of need. This is both for in-class and exams	SENCO/ ASENCO	Ongoing	April 2026: In place, including a successful bid and grant award for reading pens for use by SEND Hub and in exams.	

Access to the *physical environment*

Accessibility outcome	Actions to achieve this	Who is responsible?	By when?	Update	Success criteria
Adaptions to the physical environment are made to ensure maximum participation for students with mobility difficulties/ medical needs	- Up to date audit in Summer 2026 to ensure appropriate environment for students with physical/ mobility needs. This includes review of: - Ramps - Elevators - Corridor width - Disabled parking bays	AGU & DS	Autumn 2026	Review to be completed summer 2026, urgent work to be completed October 2026	Students can access all subject areas for teaching and additional areas to participate in school life

Access to the *physical environment*

Accessibility outcome	Actions to achieve this	Who is responsible?	By when?	Update	Success criteria
	- Disabled toilets and changing facilities Library shelves at wheelchair-accessible height - Regular liaison with Occupational Therapy regarding adaptations needed for specific students with medical and physical needs. - Timetabling considers limitations for students with medical or physical needs and accommodates this within their timetable. - Safety plans and alternative movement routes around the school are offered for those who require wheelchair or use of crutches.	SENDCO SLT/SENDCO SENDCO	Ongoing as needed Annually reviewed in Summer term plus ad hoc. Ongoing as needed	Timetable adaptations have been made for staff and students as part of their risk assessment.	Students continue to access teaching from subject specialists.
Risk assessments of their physical environment show that students can move safely around the school and identifies actions for improvements.	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.	AGU, DS & SENDCO	Annually/ as needed.	Timetable adaptations have been made for staff and students as part of their risk assessment.	Students continue to access teaching from subject specialists.
Improvements to the physical learning environment are identified and adapted as required.	Regular school environment walks by HT and Estates Manager to highlight areas for improvement.	SWH & AGU	Termly	Review to be completed Summer 2026, with identified works to be included in development plans	

Access to information					
Accessibility outcome	Actions to achieve this	Who is responsible?	By when?	Update	Success criteria
Parents and carers have access to written information in a variety of forms.	- The website is kept up to date with all key information for parents and carers. - Alternative forums are offered to clarify/confirm valuable information for more vulnerable groups e.g., SEND and EAL (English as an Additional Language) forums.	SENCO/ SLT EAL Co-ordinator/ SENCO	Ongoing- as needed	April 2026 Consideration being given to parental communications following audit and work towards Parent Friendly Schools' Award	
Parents and carers can access key information in their native language.	Parents and carers with English as an additional language are offered key school information in their native language if requested	EAL Co-ordinator/ SENCO	Ongoing- as needed		Record of potential translators kept up-to-date
Students have access to online information to support learning. For the Sixth Form, students have access to Wi-Fi for independent study.	- ICT provision has been improved over the last three based on 2020s audit. - Laptop stations are available for Sixth Form Students and also in Student Support - Sixth Form cohort has access to Wi-Fi	ICT Department/	Ongoing- as needed	April 2026 Transition from Firefly to SharePoint underway. New Sixth Form Study Hub with improved IT access	All departments to have reasonable access to ICT facilities All students to experience use of IT across curriculum areas

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, Site Manager, SENDCO 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 which can be accessed via our website, www.lpgs.bromley.sch.uk/home/about-us/policies-and-information/:

Health and Safety Policy
Equality Policy
Special Educational Needs (SEND) Information Report
SEND Policy
Supporting Students with Medical Needs Policy
Complaints Policy

Approved by:	Governing Body	Date: 30th June 2026
Last reviewed on:	Summer 2026	
Next review due by:	Summer 2029	