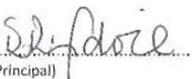




**Langley Park Primary Academy**

**Accessibility Policy and Strategic Plan**

Document title:	Accessibility Policy
Version number:	2.0
Policy status:	<p>Approved</p> <p>Signed:  (Principal)</p> <p>Signed:  (Chair of Governors)</p>
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Revision Log (last 5 changes)

Date:	Version number:	Brief details of change



**Langley Park Primary Academy**  
**Part of the LEIGH ACADEMIES TRUST**  
**Accessibility Policy**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Langley Park Primary Academy the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the SLT and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Langley Park Primary Academy, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. The Langley Park Primary Academy Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.
2. The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. Langley Park Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Langley Park Primary Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;  
Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Langley Park Primary Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - a. Asset Management Plan
  - b. Behaviour Management Policy
  - c. Curriculum Policy
  - d. Critical Incident Support Plan
  - e. Equal Opportunities Policy

- f. Health & Safety Policy
  - g. Equality Plan
  - h. School Prospectus
  - i. School Improvement Plan
  - j. Special Educational Needs Policy Staff Development Policy
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The Accessibility Plan will be published on the school website
11. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee
12. The school will work in partnership with the LAT and the Local Authority in developing and implementing this Accessibility Plan.
13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved

Date September 2018



## **2. Aims and Objectives Our Aims are:**

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment

Our objectives are detailed in the Strategic Plan below

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our data collection forms that are sent out at the beginning of each academic year.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; Reasonable adjustments are made in order not to isolate an individual. For example transport is provided for disabled pupils in order that they can access after school clubs and school trips. There are very few parts of the school to which disabled pupils have limited or no access at the moment.

### **Curriculum**

The school ensures that all children of all abilities have full access to the curriculum. Additional teaching aids are implemented as required to ensure full access, for example for dyslexic children there are tailored books and interactive whiteboards avoiding black on white text. For those children with ASD, the corridors and classrooms are carpeted and hearing loop systems are available in the SEN provision classrooms.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.



#### **4. Access Audit**

The school is a two storey building with wide corridors and several access points from outside. The building has a lift to the 1st floor and safe spaces in the stairway in the event of a fire. The hall is accessible to all.

On-site car parking for staff and visitor includes 4 dedicated disabled parking bays. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities on both floors and in the main entrance. All of these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

#### **Management, coordination and implementation**

LAT, the Governors and Senior Leadership Team take responsibility for the school accessibility plan and will oversee any changes to the physical environment if needed in the future alongside planning for the funding of or access to available grants for these changes; We will consult with experts, including those from the Local Authority, when new situations regarding pupils with disabilities are experienced.