

**Accessibility Policy and Strategic Plan**

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|---------|-----------------|--|
| 18/9/23 | 3               | Section 1, number 4.<br>Introduction of OPAL |

**Section 1**

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 Leigh Academy Langley Park, 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 Leigh Academy Langley Park Accessibility Plan has been developed and drawn up based on 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. Leigh Academy Langley Park is committed to providing an environment that enables full curriculum access and 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 Leigh Academy Langley Park 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:-

- Monitor and develop access to the curriculum for pupils with a disability, expand 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 school 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. Further outdoor equipment was added in July 2022; the purpose of this was to aid the self regulation of our pupils and enhance their social engagement with peers, through meaningful play. The OPAL curriculum has been implemented. This provides pupils with various activities and resources which can be accessed during lunch time play. Not only are pupils able to access activities which are of interest to them, they are also offered guidance and support from adults throughout the session.

5. The Leigh Academy Langley Park Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise 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 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. SEND Information Report.

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.

## **Section 2**

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

- Maintain and 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

## **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. We also liaise with outside agencies and health services involved with children for guidance in relation to equipment and strategies that may need to be used in order to ensure accessibility.

## **Physical Environment**

Disabled pupils participate in extracurricular activities after school. All pupils are included in lunch times and play times and reasonable adjustments are made, if necessary, to ensure that these times of the day are safe, enjoyable and accessible for all.

## **Curriculum**

The school ensures that all children of all abilities have full access to the curriculum, through the PYP. The pedagogical leadership team are focusing on techniques to adapt the curriculum for children, if necessary, in a variety of ways. Additional teaching aids are implemented as required to ensure full access; for example: tailored exercise books, specialist seating, pale coloured backgrounds on the white boards, writing slopes, wobble seats and fine motor aids.

## **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Some pupils use talk to text, talkers, communication books or boards. 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 visitors 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, as required. We will consult with experts, including those from the Local Authority, when new situations regarding pupils with disabilities are experienced.