

Accessibility plan

Langham Oaks School



Approved by:	[Name]	Date:	[Date]
Last reviewed on:	[Date]		
Next review due by:	[Date]		

Contents

Aims	3
Legislation and guidance.....	3
Action plan	4
Monitoring arrangements.....	6
Links with other policies	6
Appendix 1: Accessibility audit	7
Appendix 2: Site Fire Plan	9

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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and the management committee

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	All staff will be aware of the individual needs of students. (Inc IEP)	Data to be held in SharePoint	Teaching staff	On entry	Lessons and planning are suitable differentiated to enable all students to achieve.
	Curriculum progress is tracked for all pupils, including those with a disability.	All students baselined in evidence for learning.	Data to be stored within evidence for learning	Teaching staff	Termly	Progress tracking in evidence for learning
	Targets are set effectively and are appropriate for pupils with additional needs.	Curriculum monitoring completed	Targets to follow school expectation	SLT	Termly	Targets with system
	The curriculum is reviewed to	Students to be consulted on curriculum	Student council to feed into curriculum review			

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	ensure it meets the needs of all pupils.					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • School bus • Elevators • Disabled parking bays • Disabled toilets and changing facilities 	Students and visitors will be able to access the buildings including the school bus	Regular monitoring and maintenance of school site. Changes/alterations made when necessary	Site and Admin Team	On going	All areas of the school will be accessible to all.
Improve the delivery of information to pupils with a disability	Improve the delivery of information to pupils with a disability	Improve the delivery of information to pupils with a disability	Consider how we can provide information in other ways (e.g. visually, pictorially)	All staff	On going	Written information will be more readily available in a variety of forms to cater for a wider range of needs

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Executive Committee.

Links with other policies

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

- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	2 floors	N/A		
Corridor access	Internal corridors are wide (double door width) with adequate passing paces	N/A		
Lifts	Access key available from reception	N/A		
Parking bays	Dedicated disabled spaces on side of car park next to reception	N/A		
Entrances	Main entrance is on the ground floor with level access and a powered door	N/A		
Ramps	No ramps required on site	N/A		
Reception	Located at the front of the building and contains a lowered desk and level access	N/A		
Toilets	Gender neutral toilets with changing facilities are located in the main reception, an additional hygiene room is located on the first floor	N/A		
Internal signage	Fire evacuation safe space signage located next to lifts on upper floor	N/A		

Emergency escape routes	As detailed on fire plan	Monitor and update as required	Site Manager	On going
-------------------------	--------------------------	--------------------------------	--------------	----------

Appendix 2: Site Fire Plan

