



Accessibility Plan

Langley Park School for Boys

Last updated draft March 2024 (S Munday)



Accessibility Plan

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are “accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.”

Realising potential and raising standards are what we aim to achieve at Langley Park School for Boys. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Langley Park School for Boys.

Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and longterm adverse effect on his or her ability to carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. ‘Substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months. The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives. The Accessibility Plan is structured to complement and support the school’s Equality Policy objectives, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, 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 reinforcing our culture of inclusion, support and awareness within the school. The Langley Park School for Boys Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to: Increase access to the curriculum for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of 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 students in accessing the curriculum.

CURRICULUM – The Current Position:

- The continued development of an Additionally Resource Provision (ARP) for Autism;
- LPSB data system is available for all staff providing relevant and key information regarding students;
- Advanced planning for students based on good information from primary partners;
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour);
- Providing tiered intervention;
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis, laptops etc) in line with JCQ regulations;
- Developing outstanding learning and teaching across the school;
- Progress Reviews enable all students to discuss their learning
- Measuring the progress and achievement of specific students and set attainable targets with high expectations
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Smaller teaching groups in Technology, and smaller classes at key stage 4 for Maths and English
- Peer tutoring and ‘buddy’ systems
- Development of mutual support and understanding between colleagues in working with pupils with disabilities.

Future Priorities:

- To work with other relevant groups to ensure our provision is suitable for children with disabilities.
- To continue to encourage students to use an alternative means of recording by using laptops with specific software that supports a student’s disability, voice recorders and other forms of technology as appropriate.
- To continue to encourage students to participate in student leadership opportunities
- To continue to encourage students to access extra -curricular activities
- To develop further the range of extra -curricular activities for all students to access



- To ensure that students have access to quality independent careers education, information, advice and guidance.
- To ensure that students, staff, parents, governors are consulted to ensure the development of the Accessibility Plan.
- Improve 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.

PHYSICAL ACCESS - The Current Position:

- The physical environment is safe and welcoming
- Lockers are available for pupils to store bags and equipment
- Handrails on all stairs
- Coloured kerbs and edges of stairs
- Clear visual signage across school
- The building is wheelchair accessible with lifts to facilitate movement between the floors
- Student support services include curriculum and inclusion bases which are easily accessible
- There are an appropriate number of disabled parking spaces in the main car park
- All parents are asked if they require access arrangements for Parents' Evening
- Accessible toilet facilities available throughout the school
- Emergency evacuation procedures are in place and students designated as needing alternative arrangements are put on a Person Emergency Evacuation Plan (PEEP)
- Space for small group work and individual work for targeted learners in Learning Support Department

Future Priorities:

- To review the site annually using the Local Authority's accessibility framework.
- To address any concerns arising from the annual site inspection.
- To review the allocation, availability and state of repair of disabled car parking bays on site.
- To provide regular training for staff in relation to Autistic Spectrum Condition, Hearing Impairment and Visual Impairment as the needs of the students dictate.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

WRITTEN INFORMATION -The Current Position

- Visual timetables are produced for identified students
- Daily Planners are produced for all students and modified as necessary
- All information regarding Parents' Information Evenings is placed on the website
- Signers are used for parents when required
- Translators and interpreters are used in Parents' Evenings when required



- Private rooms are available for Parents' Evenings when required
- Alternative formats for Home learning projects are available Future Priorities
- To liaise with the specialist teaching service to ensure that written information is accessible for students and that enlarged books/papers are available as required.
- The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. 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.

EVALUATING IMPACT

- Boost Sports Inclusion Club continues to be well attended and is an integral part of the extra-curricular provision
- Table Tennis Club continues to be popular and arrangements are in place to support students with disability
- Modification to the PE timetable has enabled a small number of students to enjoy lessons individually tailored to their needs
- Outdoor Education– a concerted effort is made to include all students, regardless of disability, to participate in these activities. At LPSB these opportunities include; e.g. Dover Camp, Youlgreave Borrowdale etc.
- Enrichment activities are made available to all to enhance cultural capital for all students. These events include: theatre trips, dance, drama and music clubs and productions, newspaper club and a wide range of clubs run throughout the week.
- Social skills groups continue to play a key part in helping individual students manage the emotional and social aspects of school life
- The ARP continues to be in great demand and provides a vital resource ----- The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents which all can be found on the school website:

Approved

Date

March 2024

Accessibility Plan

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents which all can be found on the school website:

Curriculum Policy

Equalities Policy

Health & Safety Policy (including off-site safety)

Special Educational Needs Policy

School Behaviour Policy

School Improvement Plan

School Prospectus and Sixth Form Prospectus

The School Prospectus will make reference to this Accessibility Plan.

The School's Complaints Procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Health and Safety Committee.