ACCESSIBILITY POLICY AND PLAN

Procedure	Reference	Form
	SHPo1 Health & Safety and Risk Assessment Policy	Individual Learning Plan
	SSPo9 Equality Objectives	Estates Plan of Works
	SPPo20 Equal Opportunities Policy	
	SSPo7 Special Educational Needs Policy Fundamental British Values Policy SMSC Policy Relationship, Sex and Health Education Policy Positive Behaviour and Anti-Bullying Policy	
	SSPo46 Supporting pupils with medical conditions Policy	

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1. Vision Statement and Aims

At Langley Hall Arts 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. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all. 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.

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

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The Langley Hall Arts 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. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Langley Hall Arts 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.

The Academy believes that accessibility, equality and inclusion are closely linked to the values of mutual respect, individual dignity and tolerance of those with different faiths, beliefs, backgrounds, experiences and characteristics. Through accessible provision and inclusive practice, the school seeks to ensure that all members of the community are able to participate fully in school life and contribute positively to the wider community.
The Academy recognises that creating an accessible environment provides practical evidence of its commitment to fairness, inclusion and respect. Accessibility planning therefore supports the school's wider objectives relating to equality, personal development, SMSC and Fundamental British Values.

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

2. Legislation and Guidance

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 age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex 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.

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

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faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 Hall Arts 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 head teacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

The Accessibility Plan will be published on the school website, and paper copies are available upon request.

This document meets the requirement of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.
This policy also supports compliance with the Education (Independent School Standards) Regulations 2014, including the requirement under ISSR 32(1)(j) for the proprietor to ensure that an appropriate accessibility plan is prepared and implemented.
The Academy recognises that accessibility planning is not limited to physical access. Effective accessibility arrangements support equality of opportunity, participation, inclusion, wellbeing and educational achievement. Accessibility planning therefore contributes to the school's wider responsibilities relating to safeguarding, SEND, equality, curriculum access, spiritual, moral, social and cultural development and the promotion of Fundamental British Values.

This policy complies with our funding agreement and articles of association.

3. Accessibility, Inclusion and Fundamental British Values

The Academy recognises that accessibility planning supports the promotion of Fundamental British Values, particularly mutual respect and tolerance of those with different faiths and beliefs.
Pupils learn about inclusion, equality, diversity and respect through curriculum experiences, assemblies, Relationships, Sex and Health Education, SMSC education, educational visits and daily interactions across the school community. Accessibility arrangements ensure that pupils are able to participate as fully as possible in these opportunities regardless of disability, medical need or additional requirement.
The success of accessibility arrangements will be evidenced not only through the physical environment and reasonable adjustments, but also through participation, pupil voice, curriculum engagement, educational outcomes and the extent to which pupils demonstrate understanding, acceptance and respect for diversity within the school community.
This policy should therefore be read alongside the school's Fundamental British Values Policy, SMSC Policy, Equality Objectives and SEND Policy.

4. Current and good practice:

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The Langley Hall Arts Academy's Accessibility Plan shows how access is currently achieved and 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:-

a) Increase access to the curriculum for pupils with a disability, making reasonable adjustments to the **curriculum** as necessary to enable equal opportunity of access for pupils with a disability to become prepared for life, as are the able-bodied pupils; (In line with 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 taking such steps that are reasonable in order to provide specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

b) 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;

c) Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities, within a reasonable timeframe.

The Langley Hall Arts Academy's School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Risk assessment Policy
- Estates plan of Works
- Equal Opportunities Policy
- Special Educational Needs Policy
- Supporting pupils with medical conditions Policy

5. Access Audit:

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 to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

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6. Management and implementation:

This document will be reviewed every 3 years, but Equality Impact Assessments may be undertaken more frequently if necessary, for example as and when school policies are reviewed.

Whilst the Accessibility Plan covers a three-year planning period, the Academy recognises the importance of ongoing monitoring and review. Progress against the plan will therefore be considered regularly by leaders and governors and updated where changes in pupil needs, legislation, guidance, premises, curriculum provision or school priorities make this necessary.

The Academy will ensure that accessibility planning remains a live document rather than a historical record. Actions, priorities and timescales will be reviewed periodically to ensure that the plan remains current, relevant and reflective of the needs of the school community.

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.

The Accessibility Plan will be monitored through the governing and proprietary bodies

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by regulated external agencies during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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

Approved _____

Date _____

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6. Accessibility plan

This Accessibility Plan sets out the Academy's objectives and actions for a rolling three-year period in accordance with Schedule 10 of the Equality Act 2010 and ISSR 32(1)(j). The plan will be monitored, reviewed and updated as required to ensure that it continues to reflect the needs of pupils, staff, parents and visitors and remains consistent with the school's wider equality, SEND, safeguarding and inclusion responsibilities.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability (Read in conjunction with SEND Policy))	• Our school offers adaptive teaching of the curriculum for all pupils • We use auxiliary aids, equipment and resources (as can be reasonably expected) to support access to the curriculum • Examples of inclusion is embedded in the Curriculum content. E.g. resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are recorded by teachers on the class provision maps and individual learning plans (where appropriate) • The curriculum is reviewed to ensure it meets the needs of all pupils. •	To ensure access to computer technology appropriate for pupils with disabilities To continue to ensure identified areas of need is reflected in lesson planning and delivery Ensure activities are accessible to all students To increase the amount of children attaining above Grade 3 on any instrument To seek opportunities to develop all staff knowledge of SEND through CPD	To improve curriculum use of digital equipment To deploy iPads across Secondary Phases Develop main hall installations. Addition of Interactive Display screens across the site. Wide range of musical equipment introduced. Programme of INSET to include SEND awareness	Form Tutors IT Manager IT Manager Music Director School Principal and SENCO	End Autumn Term End Autumn Term End Spring Term End Summer Term END Summer Term	All children will make exceptional progress through use of assistive technology and will benefit from our unique Music For All curriculum, enriching their holistic development and consequently preparing them for life. All staff received at least one training on SEND per year.

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Improve and maintain access to the physical environment (Read in conjunction with Estates Plan of works and SEND Policy)	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Accessibility toilet and changing facilities • Library shelves at wheelchair-accessible height • Ground floor classrooms •	Design with school focused Architect and Building team School will be compliant to H&S regulations To implement a rigorous schedule of site inspections and reporting. To oversee and project manage the new building renovations. To ensure that access to school buildings and site can meet diverse pupil needs To ensure classrooms and performance rooms are optimally organized for diverse range of needs (within current restraints of building layout). Identify needs and actions for future.	Plan and implement a schedule of works for buildings. Accessibility audit in all areas of school life (beyond just Ramps) Plan for disability spaces for staff and pupils, additional to public space. Provision of accessible toilets Building and cloakroom accessibility. Fire escape and accessibility changes Space for 1-1 lessons for those with SEN Space for medical needs or 'safe havens' Classroom accessibility for wheelchair	Head of Facilities Management and Project managers employed by LHAA.	Monitor on fortnightly basis and main build complete by September 2022 - then On-going Full audit every 3 years	Schedule of works are followed so that buildings are ready for use by require date and has made reasonable adjustments for accessibility to premises (in line with Schedule 10 of Equality Act) Our environment will be in good order, compliant to H&S and Building Regulations. Staff will know that their working environments are safe. The building will be accessible to diversity of needs.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
• Improve the delivery of information to pupils, staff and visitors with a disability (Read in conjunction with SEND Policy)	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Text to Speech software • Radio aids • Pictorial or symbolic representations • On-line access • Coloured overlays • Newsletters • E-mail • Timetables/student planners • Textbooks • Assistive Technology software	To continue to develop effective communication within the school community (including virtual). To put in place a rigorous schedule for the review and updating of the new school website Local offer on RBWM, Bucks and SBC website	Information in student planners when need. To provide information in alternative formats when requested Home/School pack for SEN students homework Dedicate time to produce guidance sheets Update local offer in partnership with LA.	All staff	On-going	Year end survey involving all stakeholders yields positive response to specific questions relating to information accessibility. All stakeholders will have at their core the values of mutual respect and tolerance, celebrating the diversity of our community and the school's WAVE focus.

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