



Langley Hall Primary Academy  
Ad Vitam Paramus

# Accessibility Policy & Plan 2015 - 2016

Agreed by: Full Governing Body July 2015

Review cycle: Every year

Next review date: July 2016

*All LHPA policies should be read in conjunction with the Equality Policy*

*If you require a copy of this document in large print, Braille or audio format, please contact the Parent Liaison Managers based in the school offices at Lower & Upper school*

## Introduction

The Accessibility Policy and Plan has been drawn up in consultation with pupils, parents, staff and governor of the school. It is compliant with The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010.

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

- Curriculum
- Concerns Policy
- Equal Opportunities and Diversity
- Health & Safety (including off-site safety)
- Behaviour Policy
- SEND and Inclusion Report and Policy
- Education Visits Policy
- Premises Management: Security and Procedures

Langley Hall Primary Academy is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Langley Hall Primary Academy plans, over time, to ensure that both school sites provide accessibility that will not hamper or restrict full access to the curriculum and environment for any child, their parent and staff.

- Improve access to the school sites adding specialist facilities as necessary. This covers improvement to the physical environment of the school and physical aids to access education.
- 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 pupils without a disability. 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Review the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples include hand outs, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame.

## Context

Langley Hall Primary Academy is in the Borough of Slough in Berkshire. The school opened in 2011 in a listed 16<sup>th</sup> century building in the heart of Langley village. In 2013 the school had grown substantial and were offered a second site, 0.9 of a mile away from the original building so that their numbers could grow to 728.

The Lower School (Reception to Year 2) is based at the St Marys Road site and Upper School (Years 3-6) in Station Road.

The Upper School was refurbished in accordance with DDA regulations and all but two classrooms are accessible. The Lower School site, although built as a school, was not DDA compliant and there was not funding made available for the school to improve and upgrade facilities. When and if funding is available the school will make the improvements required to the environment that will make it DDA compliant.

## Curriculum

Whilst there are currently no pupils with physical disabilities that prevent them from accessing the curriculum, all curriculum areas can be accessed by every pupil with minimal modifications to practices, timetables or rooms, should the situation change. Inclusion and access is considered as part of our curriculum policy and planning review. All governors committees consider safeguarding, equality and access when planning and changing curriculum policies.

## Information

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. Our Accessibility Plan is published on our website. The Plan will be monitored through the Finance and Resources Committee of the Governors.

## Langley Hall Primary Academy Accessibility Plan for September 2015

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT
Ensure appropriate training for staff who teach children with any impairment	Liaise with relevant service if need arises	All staff clearly understand the needs of their children who have impairments and how to ensure the curriculum is fully accessible to them	Ongoing involvement as appropriate	Children with impairments are included in all aspects of school life
Training for staff in the identification and teaching of children with ASD, Attachment Disorder and other specific learning difficulties	Relevant staff attends appropriate training. Outreach provision from external agencies	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom	Regular training opportunities given throughout the year	Children with ASD, Attachment Disorder are successfully included in all aspects of school life
All extra-curricular activities are planned to ensure they are accessible to all children	Review all out of school provision to ensure compliance with legislation on a regular basis	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables where appropriate	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning	Ongoing	All pupils have access to the curriculum
Training for Awareness Raising of Equality Issues	Provide training for governors, staff, pupils and parents as needed. Discuss perception of issues with staff to determine the current status of the school	Whole school community aware of issues relating to Access	Ongoing	Community will benefit from a more inclusive environment
Ensure all children on SEND list have a provision map in place	Provision maps for all children reviewed annually and assertive mentoring targets review half termly	Provision maps and targets are up to date and form a key part of the planning process for all pupils	Ongoing	Provision maps and targets in place to support the needs of individual children
Review LSA deployment as needed to enable pupils to be appropriately supported	Discuss half termly at Pupil Progress meetings	Adult support is available during time that individual children may need support	Review annually	Children have access to support

## Physical Access

Langley Hall Primary Academy Upper School has been newly refurbished and physical adjustments have been made to ensure that the building is mostly accessible. A lift is located close to the front door and the school is appropriately equipped. Further actions to accommodate individual pupil's needs will be made as and when necessary.

Street approach routes, traffic and access	These are detailed in the School Travel Plan.
Approach to entrances	There are no obstacles along the approach to the school buildings. There is clear signage by the lower school entrance and a ramp for wheelchair access. Children enter the school via the side door at 8.30am after which access is through the main entrance. This is controlled by a security code and buzzer. Entrance to the upper school is via front and side doors with no steps.
Car parking and deliveries	Pupils and staff are encouraged to walk, cycle or scooter to school or to travel using the excellent public transport links. There is no dedicated parking available for parents at upper school but for one hour in the afternoon the Pavilion car park can be used. Lower school opens the school playground gates morning and afternoon for specific periods of time for parent parking.
Corridors, stairs and refuge areas for fire evacuation	Corridors on both sites comply with the 1200mm minimum width requirements for wheelchair users and other people to pass safely past each other. Floor coverings are suitable, being linoleum, tiles, polished wood or carpet. Stairs have handrails and refuge areas on landings enable disabled pupils to be evacuated safely in the case of fire. There is a wheelchair lift at upper school and chair lift. Fire evacuation procures take into account the needs of pupils or adults with disability. When funding becomes available further disability facilities will be installed at lower school.
Disabled toilets	We have a disabled toilet located on the ground floor at upper school. A disabled toilet could be located at lower school in due course.

