



Langley School

Accessibility Plan

September 2023

School's Mission Statement: 'Langley is a school where individuals are valued for themselves and where all are expected to give their best.'

As a special school we encompass all pupils who come to our school whatever their disability. Every pupil has a an Education, Health and Care Plan and the school endeavours to meet those needs. Many of our pupils have poor self- esteem following a negative experience in a mainstream setting; through our mission statement we use many different and exciting methods to engage all thepupils in their learning.

A. Increase access to the **curriculum** for pupils, to provide an education which is broad, balanced and accessible for all pupils. We offer and ask each pupil for "their best" encouraging a positive contribution to school life.

B. Improve access to the school's **physical environment**, adding specialist facilities as necessary. This covers improvements to the school's physical environment and physical aids to access education, creating an environment in which each pupil is valued.

C. Improve the delivery of **written information** to pupils, staff, parents and visitors. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years. 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.

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

- Curriculum
- Equality
- Staff Development
- Health & Safety
- School Improvement Plan
- Behaviour Management

ACCESSIBILITY AUDIT

<u>Section A</u>			
QUESTION	YES	NO	COMMENTS
Do you ensure that teachers & TAs have the necessary training to teach and support disabled pupils?	√		<ul style="list-style-type: none"> • All teachers & TAs have access to and take advantage of CDP designed to improve the understanding of SEN pupils. • All teachers and TAs have access to the National College CPD website • Most staff have basic Communication Book training, can use Widgit online and have basic Makaton training.
Are your classrooms optimally organised for disabled pupils?	√		<ul style="list-style-type: none"> • All classrooms are organised to maximise the potential delivery for the pupils with SEN. • High staffing ratios ensure pupils get individual attention. • Specialist equipment is provided for pupils with additional needs.
Do lessons provide opportunities for all pupils to achieve?	√		<ul style="list-style-type: none"> • All lessons are differentiated to meet the needs of all the pupils. • High staffing ratio. • A wide diversity of subjects is on offer. • Pupils have individual IEPs & PBSPs where appropriate to personalise their learning.
Are lessons responsive to pupil diversity?	√		<ul style="list-style-type: none"> • All lessons take account of the diversity of needs of our pupils. • Pupils are grouped according to their primary need e.g. PMLD, Autism where a greater specialist input is needed and by their ability to access the curriculum.

Do lessons involve work to be done by individuals, pairs, groups & the whole class?	√		<ul style="list-style-type: none"> • Most lessons include all these elements.
Are all pupils encouraged to take part in Music, Drama and Physical activities?	√		<ul style="list-style-type: none"> • All pupils are included in any productions e.g. Christmas plays, assembly productions. • All pupils take part in Music and PE. • Physiotherapist and Occupational Therapist advises on individual physical programmes where appropriate.
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√		<ul style="list-style-type: none"> • Staff are well-trained to use a variety of strategies which augment communication. • All staff have a basic knowledge of Communication Books and Makaton. • Some pupils are provided with electronic training aids. • The Speech and Language Therapists support staff and pupils.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work	√		<ul style="list-style-type: none"> • Teachers or TA's would work with pupils who need additional help. • Equipment is provided either by parents/ carers or the school.

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some forms of Physical Education?	√		<ul style="list-style-type: none"> • The school ensures that all pupils have access to a wide range of physical activities. • The school is supported by an Occupational Therapist and Physiotherapist who supports particular pupils and advises staff. • The DT room has facilities for all to access.
Do you provide access to computer technology appropriate to students with disabilities?	√		<ul style="list-style-type: none"> • The computers in school have a range of input devices to support pupils with SEN, including switches. • The school provides iPads as learning and communication tools.
Are school visits made accessible to all pupils irrespective of attainment or impairment?	√		<ul style="list-style-type: none"> • Every child, whatever their disability, has the opportunity to attend a residential sometime during their school life if it is in agreement with their Medical Consultant and parent. • The school uses either an Outdoor Education service or a local independent school to provide residential visits. • Risk assessments are carried out by the lead professional to ensure school visits are accessible to all pupils irrespective of attainment or impairment
Are there high expectations of all pupils?	√		<ul style="list-style-type: none"> • All pupils have an IEP to help identify needs and help the pupil reach their full potential.
Do staff seek to remove all barriers to learning and participation?	√		<ul style="list-style-type: none"> • Each pupil has an Individual Education Plan which addresses their particular learning or behavioural need. This is addressed through each subject taught.

Section B

QUESTION	YES	NO	COMMENTS
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, assembly hall, library and playgrounds allow access for all pupils?	√		<ul style="list-style-type: none">On the site, the Asset Management Plan shows that the teaching areas are above 65sqm, the recommended footage by the DfE for pupils with physical disabilities in most classrooms.The site has designated disabled toilets for pupils and visitors.The building is accessible for wheelchair users.
Can pupils who use wheelchairs move around school without experiencing barriers to access such as those caused by doorways, steps, stairs, toilet facilities & showers?		√	<ul style="list-style-type: none">Doors on school site have high handles because of Health & Safety to keep pupils safe.Pupils are always accompanied by an adult around school.
Are emergency and evacuation systems set up to inform all pupils including pupils with SEN and disability, including alarms with visual & auditory components?		√	<ul style="list-style-type: none">There is no visual component to the alarm system.No child is ever left on their own; an adult would escort the pupil out.PEEPs are completed for those pupils who are less able or have a behavioural need.
Are non-visual guides used to assist people who use the building including lifts with tactile buttons.	√		<ul style="list-style-type: none">Visually impaired pupils, staff or visitors would be escorted to their destination within the school.

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairments, autism or epilepsy?		√	<ul style="list-style-type: none"> • The building is well lit, allowing natural light throughout. • School handrails are continuous • Raised markings and contrasting strips are on the stairs • Corridors are decluttered
Are areas to which pupils have access well lit.	√		<ul style="list-style-type: none"> • The building is well lit, allowing natural light throughout. • Lighting is turned on each morning by the site manager/ caretaker.
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	√		<ul style="list-style-type: none"> • School is generally quiet. • Children are taken to a quiet room/ space for individual and group sessions.
Is furniture and equipment selected, adjusted and located appropriately?	√		<ul style="list-style-type: none"> • Furniture is constantly assessed, and where specialist furniture is needed, it is provided using LEA funds.

Section C

QUESTION	YES	NO	COMMENTS
Do you provide information in simple language, symbols, large print, Braille or on audio tape for pupils who may have difficulty with standard form of print?	√		<ul style="list-style-type: none">• Widgit picture symbols can be used for written work.• Communication books used• PECs symbols used.• Aided Language Displays (ALD) used
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities. e.g. by reading aloud, overhead projections and describing diagrams?	√		<ul style="list-style-type: none">• Interactive white boards are used in all classrooms and the hall.• Widgit picture symbols are used to support children's written work
Do you have the facilities such as ICT to produce written information in different formats?	√		<ul style="list-style-type: none">• All classrooms have a class computer.• There is an iPad trolley between adjoining classrooms.• Laptops are available.• All notices are produced using ICT.• All worksheets are produced using ICT.• Class Dojo enables families to translate written information to families home language.• The School website enables families to translate written information to families home language.

Accessibility Plan 2023-24

A. Increase Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
To develop further use of data, particularly around historical progress and comparative data across groups - FSM, Gender, SEN type etc.	Develop the capacity of data programme – Solar to provide comparative data of progress over time for pupils and all pupil groupings.	Staff confident that pupils are achieving their potential in all areas.	July 2024	Data system is comprehensive.
To develop and embed a new purposeful curriculum that focuses on the needs of the wide range of pupils' abilities (following guidance from DfE September 2019)	To embed the new curriculum across all key stages. To monitor the Explorers and Adventurers Curriculum across all key stages. To ensure appropriate resources are available for new areas of the curriculum.	All pupils have access appropriate to their needs and ability.	July 2024	School delivers a diverse and comprehensive curriculum offer.
To develop individualised material for staff.	Complete training log of activities undertaken through Smart Log. Attend relevant CPD.	Raised staff awareness of the wide range of SEN conditions and the implications for teaching and learning.	July 2024	Staff understanding developed, and parents better supported.

B. Improve access to the physical environment of the school

Target	Strategy	Outcome	Timeframe	Achievement
To review signage on the school site following completion of building work.	Roof repairs to be completed. Work with the LA to repurpose/ adapt rooms based on the changing cohort of children accessing Langley School. Engage with LA Health and Safety Rep in review of signage around school.	School signage adheres to best practice.	July 2026	Information available which is appropriate and accessible for all learners, staff and visitors.

C. Improve the delivery of written information to pupils, staff, parents and visitors

Target	Strategy	Outcome	Timeframe	Achievement
To deliver TIASS training to key staff.	In-school training opportunities.	Staff develop personalised classroom teaching and behaviour management strategies to enable vulnerable or disengaged pupils to make progress. Staff can effectively support transitions for vulnerable pupils and those at risk of disengagement.	July 2026	Staff will understand the neuroscience behind attachment and trauma that stops vulnerable children from accessing learning and be better equipped to support children.
To offer Communication Workshops to parents/carers.	SALT and school staff to deliver.	Parents are confident about using signs outside school.	Ongoing.	Parents are confident signers.
To ensure that the inside and outside areas of the school are suitable for learning and play for all pupils	Repurpose rooms/ areas based on the changing needs of the cohort. Planning and resourcing suitable equipment for inside and outside. Ensuring appropriate storage is available to ensure equipment is looked after.	Suitable indoor and outdoor spaces that are purposeful for learning and play.	July 2026	Suitable learning and play spaces inside and outside for all pupils.