



Langley Grammar School

Accessibility Plan for Disabled Students

Definition

A person has a disability if they have a physical or mental impairment, and if the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The School

The Equality Act of 2010 places the following duties on Schools:

- Increasing the extent to which disabled students can participate in the curriculum;
- Improving the delivery to disabled students of information which is readily accessible to Students who are not disabled;
- Improving the physical environment of the School for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School.

Langley Grammar School is keen to give every opportunity for disabled students who meet the admissions criteria. The School will make reasonable adjustments to assist a disabled student however the physical layout of the School means that we may be unable to adequately provide for a student with severe disabilities.

Involvement in school life

Langley Grammar School is fully committed to ensure that less favorable treatment does not occur in the following areas:

- Curriculum (including sport, music & drama)
- Extracurricular activities (including sport, music & drama)
- Examination arrangements
- Discipline (including exclusion)
- Preparation for higher education/careers
- Social activities run by the School
- Educational visits
- Leadership roles

The School is committed to making reasonable adjustments in order to enable access to the full range of educational opportunities and extra-curricular activities provided. However in making reasonable adjustments the School will also consider:

- The financial resources available
- Health & Safety requirements
- The interests of other students

Students with physical disability or medical condition

Prospective parents whose child has a physical disability or a serious medical condition are advised to discuss this with the School before completing the Common Application Form. If the condition is serious enough to warrant a statement of special educational needs the parent should discuss this with their home Local Authority in order to ensure the selection of an appropriate school which may include Langley Grammar School. This is to ascertain whether the School would be able to make appropriate provision for the child with their condition. Once their child has been offered a place at the School parents should make arrangements to discuss in detail their

child's condition and needs and to allow the School to liaise with any health care professionals already involved.

If any student develops a serious medical condition whilst at the School, plans will be made in response to the individual need and in consultation with parents and health care professionals.

Accessibility Plan

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This Plan is shown below and may be viewed on the School's website.

Complaints

Any complaints of unlawful discrimination under the Act should be made through the School's complaints procedure.

Access to the curriculum

The School's Individual Needs Coordinator will liaise with parents and relevant professionals to identify the individual needs of disabled students and how to meet them. Generic resources may include materials in large print, audio books, portable audio amplification, ICT support such as a laptop or tablet device. Curriculum areas such as PE, Design and Technology, Music, Drama and Art would take advice as necessary to accommodate the individual disability.

Langley Grammar School does not presently employ specialist Learning Support Assistants.

Basic first aid and medical intervention is provided through the Student Support Team.

The physical environment

Langley Grammar School has good vehicular access and has paved areas to the front which gives access to car parking including disabled parking and the main reception. The School is made up of seven separate buildings all with step-free access.

All the buildings are fully accessible by wheelchair with the exception of one teaching block where only the ground floor is accessible. This building does not contain specialised teaching spaces and alterations to the location of lessons could therefore be made to accommodate a disabled student.

The School does not have special facilities for the hard of hearing or the visually impaired however reasonable adjustments may be possible to accommodate students with these conditions.

Langley Grammar School - Accessibility Plan Delivery

Physical Environment

Building	Section	Action	Target date
Whole School	General	Upgrade the signage in all buildings to make it clearer.	Dec-15
Whole School	Information	Review and revise all School documentation to ensure disabled students, staff, parents and visitors are properly catered for, encouraged and supported.	July-15
Sports Centre	Fitness suite	Fit suitable safety signs to assist disabled users.	Sep-15
1996 Building	WC Provision	This WC is used as a staff toilet and it is not clearly signed that it is also an accessible WC. Fit suitable signs.	Feb-15
1996 Building	WC Provision	Install an emergency alarm.	July-15
1996 Building	WC Provision	Develop an operating procedure to respond to an alarm activation.	July-15
Sports Centre			
2006 Building			
6th Form Centre			
Food & Textiles			
All Buildings	Alarm/Evacuation	The system for evacuation should be reviewed to ensure it caters for the disabled. The procedure for evacuation from multi story buildings should be reviewed and procedures and signage installed as appropriate.	Mar-15
All Buildings	All Rooms	There are no facilities in the School to assist the hard of hearing. The School will assess the needs of a student with hearing difficulties and consider portable systems where appropriate.	As required by individual students

Access to the Curriculum

Whole School		The School will make reasonable adjustments in order to enable disabled students access to the full range of educational opportunities and extra-curricular activities provided. The needs of a student will be assessed on an individual basis.	As required by individual students
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Improved Delivery of the Curriculum

Whole School		The School's Individual Needs Coordinator will liaise with parents and professionals to identify the individual needs of the Students and how to meet them. This will be done on an individual basis to best suit the individual Student's requirements.	As required by individual Students
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