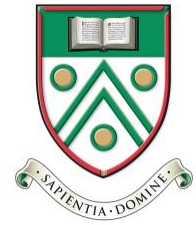


Langley Grammar School

Accessibility Plan

May 2026



1. Background

The Equality Act 2010 states that 'schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation'. To meet this requirement in the context of disability, the Act states that all schools must have an accessibility plan.

The plan should show the current accessibility of all areas of the site and how future access will be improved for pupils, staff and visitors with disabilities. It should also demonstrate how far the school curriculum is available to all pupils irrespective of aptitude or disability.

In accordance with Schedule 10 of the Equality Act 2010, and supported by the principles set out in the SEND Code of Practice (2015), the school's accessibility plan addresses three key areas:

- Increasing the extent to which students with disabilities can participate in the curriculum
- Improving the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to students with disabilities.

2. Aims

The purpose of this plan is to show how Langley Grammar School intends, over time, to continue to increase accessibility to the curriculum, the physical environment and written information, so that all pupils/students with a disability or other accessibility needs can take full advantage of their education and associated opportunities in the school. The plan will be informed by the views and aspirations of disabled pupils, their families, disabled staff, and relevant organizations. Local authority priorities will also be considered.

The specific objectives of this plan are to:

- ensure all disabled students are fully involved in school life and are making good progress.
- identify barriers to participation and find practical solutions to overcoming these.
- work with disabled students and their parents or carers to create appropriate provision, including Education, Health and Care Plans where relevant.
- increase the confidence, sensitivity and expertise of staff when teaching or supporting a wide range of disabled students.
- meet the requirements of the Equality Act 2010 and the SEND Code of Practice 2015 in respect of disabled students.
- reduce or eliminate where possible the barriers to adults with a disability, whether staff, parents, carers, governors or other users, to ensure their full participation in the life of the school and enable full use of the facilities available.
- provide appropriate support and provision for employees with disabilities to ensure they can carry out their work without barriers.

- monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

3. Legislation, guidance and definitions

a) Legislative requirements

Schools must also ensure that they are meeting their accessibility duties under the public sector equality duty and the SEND Code of Practice (2015). An accessibility plan is listed as a statutory document by the DfE. Furthermore, schools are required to publish the plan online and in their SEND reports, as noted in the updated statutory advice from September 2024.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities.

This document therefore meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). Langley Grammar School is a Single Academy Trust and this policy therefore also complies with the school's funding agreement and articles of association.

b) Definitions

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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 or cancer.

We therefore define our disabled students as:

- Those with physical disabilities, including ambulatory, dexterity, visual and auditory difficulties as well as hidden disabilities such as diabetes and other chronic conditions.
- Those with learning, emotional, social, behavioural, communicational, interactional and mental conditions as well as hidden disabilities such as dyslexia and autism.

4. Responsibilities

The governing board has full regard to the Equality Act 2010 when carrying out their duties and responsibilities. All those who work in the school recognise their duty under the Equality Act 2010:

- not to discriminate against disabled students in admissions, suspensions or exclusions, or in the provision of education and associated services,
- not to treat disabled students less favourably, and
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage.

A designated member of the senior leadership team has oversight of special educational needs and disabilities and is responsible for ensuring that the accessibility plan is implemented. They will work with the School Business Manager, who has particular responsibilities related to school site.

The Special Educational Needs & Disabilities Coordinator is responsible for

- maintaining and updating the special needs register
- the welfare of all SEN and disabled students

- arranging appropriate training for staff
- monitoring the effectiveness of the accessibility plan in meeting disabled students' needs

A designated governor is responsible for ensuring that the governing board receives a termly update on SEND students and an annual report on the improvements achieved for disabled pupils under the accessibility plan.

5. Accessibility Action Plan

The three main tenets of the DfE statutory advice 2015 form the overarching framework of any accessibility plan. The appendix therefore sets out the areas on which we intend to concentrate over the three-year timeframe of this plan.

6. Staff and other adult users with disabilities

The governing board recognises its responsibilities towards staff members with disabilities. Many of these improvements proposed in this plan will also benefit other disabled adults associated with the school, for example governors and members of students' families.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment
- Health and safety policy
- Equality, including public sector equality duty statement
- Special educational needs and/or disabilities (SEND) information report
- SEND policy
- Supporting pupils with medical conditions

8. Monitoring and review

The law requires that the plan is reported on annually and reviewed every three years. Progress towards the aims of this plan will be included in the school's annual SEND Information Report and the contents of the plan will be reviewed every three years. The plan may be reviewed and updated more frequently as necessary, for example in response to changes in statutory guidance. The implementation of the plan will be monitored by the Governors' Resources Committee.

Policy approval

Reviewed by	School Business Manager and SENDCo	May 2026
Approved by	Headteacher	June 2026
Next Review	School Business Manager and SENDCo Governors' Resources Committee	May 2029

Appendix: Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1 Increase the extent to which students with disabilities can participate in the curriculum		
Current position	Objectives	Actions to be taken
<p>The curriculum is periodically reviewed to make sure it meets the needs of all students.</p> <p>This includes learning outside the classroom through activities such as clubs, school visits, leisure and cultural activities.</p> <p>The curriculum for sport is adapted to include sports suitable for students with disabilities, e.g. Boccia.</p> <p>Resources are tailored to the needs of students who require support to access the curriculum</p> <p>Curriculum progress is tracked for all students, including those with a disability or accessibility needs</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>Tailored support for medical conditions enables students to maximise school attendance.</p> <p>Access arrangements are agreed as appropriate for internal and external exams.</p>	<p>a) Earlier identification (particularly at phase transition) of the needs of disabled students.</p> <p>b) Timely and accurate communication of the needs of individual students to relevant staff.</p> <p>c) Improved access to curriculum for those unable to attend for medical reasons.</p> <p>d) Further development of appropriate inclusive teaching and learning strategies for students with disabilities.</p> <p>e) Maintaining, and developing where necessary, specific specialist intervention where needed for students with disabilities.</p> <p>f) Increased awareness amongst students of positive role models and reduction in stereotypical attitudes towards disability.</p> <p>g) Greater level of awareness for all students about the range of disabilities in the school and their impact on students.</p>	<ul style="list-style-type: none"> • Increase level of contact with new students, their families and their primary schools to better identify their needs at transition. • Ensure systematic, timely reviews of the needs of disabled pupils and prompt communication of changes needed to provision. • Review educational visits procedures to ensure that the needs of disabled pupils are considered at an early stage, with adaptations put in place as appropriate. • Regular update training for staff on adaptive teaching and aspects of SEND in the school. • More effective use of technology to increase disabled students' access and participation in the academic and wider curriculum. • Ongoing review of the content of the subject-level curriculum through the lens of disability to maximise access for disabled students. • Revisions to curriculum resources, the assembly programme and other student activities to include examples of people with disabilities as positive role models, ensuring disabled people, along with other groups are represented appropriately.

**Aim 2:
Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided**

Current position	Objectives	Actions to be taken
<p>The school's newer buildings (constructed 2005/6 and 2020/21) have been built with the needs of pupils with disabilities in mind. These buildings include all specialist teaching accommodation and sports facilities.</p> <p>Features include</p> <ul style="list-style-type: none"> • step free access to buildings • lifts • corridor width to allow wheelchair access • wheelchair refuge spaces • accessible toilets and changing facilities • dedicated hygiene room <p>Externally, the school site provides</p> <ul style="list-style-type: none"> • step free access to all parts of the site • disabled parking bays <p>Internal adaptations include</p> <ul style="list-style-type: none"> • library shelves at accessible height • adjustable height desks in specialist rooms e.g. science, IT, DT <p>Where the school's older buildings provide challenges for students with accessibility needs, timetabling of venues takes into account the specific needs of the student to ensure that the appropriate amenities are available.</p> <p>We also give attention to how students' needs can be met on educational visits outside school.</p>	<ul style="list-style-type: none"> a) Ensure that an accessibility audit is carried out every three years in advance of reviewing this plan. b) Improve access for disabled students to the older buildings. c) Ensure that school transport is suitable for students with disabilities. d) Develop a consistent approach to classroom environment across the school e) Create range of neuro-divergent friendly spaces across the school e.g. quiet areas. f) Ensure the whole school site is easy to navigate, particularly for those with visual impairment. g) Ensure that any further appropriate or required adaptations to classrooms, public spaces and outdoor areas are completed. 	<ul style="list-style-type: none"> • SBM to ensure audit completed with report back to Governors' Resources Committee • Plan for improved disabled access to 1996 block e.g. access ramp, moving doorways, installation of lift etc. • Specification for new school minibus(es) to be considered to ensure they are suitable for disabled students. • Further work on classroom environment to ensure greater consistency in appearance, layout and reduced level of stimulus. • Plan for and implement neurodivergent-friendly areas e.g. internal and external quiet zones, break-out areas for conversation, sensory room etc. • Improve internal and external signage across the school to ensure it is clear, well-situated and visible making it easier for visually impaired students to find their way around. • Procure additional customised furniture and equipment as required e.g. external seating, adjustable workstations in classrooms, study booths, disabled access toilets, etc.

Aim 3
Improve the availability of accessible information to students with disabilities

Current position	Objectives	Actions to be taken
<p>Teachers consider the needs of each disabled student and provide accessible learning resources for them.</p> <p>The increased use of digital technology including individual iPads has diversified the ways in which all students received information.</p> <p>Access arrangements for internal and external exams are discussed and agreed with students and their parents.</p> <p>The new school website largely meets accessibility requirements.</p>	<p>a) Establish guidelines for teachers to ensure that classroom resource material is accessible to students with SEND.</p> <p>b) Maximise the range of accessible resources available for students in specialist subjects, e.g. equipment in science, art and DT.</p> <p>c) Ensure that there is a good range of independently-accessible resources, e.g. in the Library</p> <p>d) Ensure the school web site is easy to navigate.</p>	<ul style="list-style-type: none"> • Establishing accessibility principles e.g. slide colours, font sizes and page layouts for pupils with visual impairments. • Raise staff awareness of accessibility criteria for resources and support them with implementation. • Additional resources in practical subjects e.g. to support students with poor grip. • Auditing the school library to ensure the availability of large font and audio books. • Investigating symbol software to support learners with reading difficulties. • Provision of coloured overlays for texts. • Further refine the website content and layout to better meet accessibility requirements.