



Q3
ACADEMY
LANGLEY

Accessibility Policy and Action Plan

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Ratified by:	Local Governing Body
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1. Aims

The aims of this Accessibility Plan are to ensure that Q3 Academy Langley continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Increase the extent to which disabled students can participate in the curriculum;
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled students.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Q3 Academy Langley is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

At Q3 Academy Langley, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion. We are committed to providing a full curriculum to as many students as possible, and we aim to enable all young people to achieve their full potential, academically, emotionally, physically and spiritually. In particular, the Governing Body recognises its responsibility under the Equality Act 2010 which prevents discrimination against disabled people in their access to education.

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

The school supports any available partnerships to develop and implement the plan. We work closely with the sensory support service to ensure that we are informed of any difficulties that students with VI or HI have in accessing the school site.

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

We have included a range of stakeholders in the development of this accessibility plan, including students, parents/carers, staff and governors of the school.

2. Legislation and Guidance

This document 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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Q3 Academy Langley Accessibility Plan

The plan aims to improve access to all aspects of education within Q3 Academy Langley, and is organised in a way that helps to remove any existing barriers to student learning. It also aims to widen the opportunities for including more students within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the members of the school and to the wider community based on the promotion of self-respect and respect for others.

The plan has three sections:

1. Improvements in access to the curriculum by:
 - Providing for all students a curriculum which is appropriate to their needs.
 - Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it.
2. Physical improvements to increase access to education and associated services by:
 - Ensuring that the schools buildings and grounds are accessible to students with mobility, sensory and other impairments.
 - Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.
3. Improvements in the provision of information in a range of formats for disabled students by:
 - Providing for students and their parents/carers, information about the Academy and its curriculum in a format that takes account of any disabilities.

4. **Action Plan**

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

Aim	Current practice <i>good</i> <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers a broad and balanced curriculum for all students.</p> <p>We use resources 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.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Short Term - All staff are continually trained to employ quality-first teaching strategies in the first instance in response to individual needs. Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p> <p>Medium Term - Ensure that we have succession planning in place for every specialist role within the school so that we will always have the expertise required within the team despite changes to</p>	<p>Curriculum modified in response to changing needs as informed by the SENCo.</p> <p>Plan and deliver bespoke training opportunities when the need arises.</p> <p>Appraisals and Further Professional Learning needs identified.</p> <p>Recommendations from OT and PT services are actioned.</p> <p>Alternative and adapted equipment to be purchased if necessary.</p>	<p>SENCo to oversee and Curriculum Director to advise and direct training needs for staff in their department.</p>	<p>Short Term – Ongoing.</p> <p>Medium Term – Ongoing.</p> <p>Long Term – Ongoing.</p>	<p>Students making expected or better progress. Learning walks ensure this is embedded in lessons.</p> <p>Staff are confident at using suggested strategies, Students benefit from an adapted delivery of curriculum appropriate to needs.</p> <p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met.</p> <p>All students access 100% of P.E lessons regardless of activity.</p>

		<p>staff.</p> <p>Long Term – P.E curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.</p>				
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required.</p> <p>Accessible parking bays.</p> <p>Accessibility toilets and changing facilities.</p> <p>All levels of school building are accessible by lift.</p> <p>Personal evacuation plans for identified vulnerable students.</p>	<p>Short Term - Students with specific needs have all the appropriate equipment and furniture. Timetables for identified students are continually checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building. I.e. wheelchair users have suitable desks in science labs and food tech rooms.</p> <p>Medium Term - To maintain handrails and disabled toilet access to support students with Visual Impairment and</p>	<p>Purchase of specialised ergonomic chairs for students with specific needs and height adjustable desks to be available in most Core lessons.</p> <p>Continue to develop and update PEEPs for specific students.</p> <p>Staff informed of which students they are responsible for in an emergency. PEEPs forms are stored with emergency evacuation register held by SEND lead and Medical Champion and brought to the evacuation point.</p> <p>Staff are continually informed of all</p>	<p>OT and PT advice to SENCo.</p> <p>Rooms to be checked by timetable lead and SENCo.</p> <p>PEEPs to be help by SENCo, Medical Champion and PLDs.</p> <p>SENCo/Site Manager to oversee maintenance of spaces around the school site.</p>	<p>Short Term - Latest purchases made to accommodate students on advice of PT and OT - July 2023.</p> <p>Medium Term – Ongoing.</p> <p>Long Term – Ongoing.</p>	<p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p> <p>All identified students are timetabled in appropriate classrooms to meet their needs.</p> <p>All students are able to independently access all areas of school both internally and externally.</p> <p>Students are able to navigate the whole building independently with the exception of upper-story classrooms without staff members to call lifts.</p>

		<p>Physical Disability.</p> <p>Long Term - To ensure that all new and existing buildings and rooms allow independent access for all.</p>	<p>students with mobility issues and have access to shared information through Class Charts.</p> <p>All areas both internal and external to be included, ongoing maintenance of existing fixtures. Checked and maintained all year round. New plans to be closely monitored. Ensure total compliance with building and DDA regulations. Ensure that all fire exits are suitable for all students, including those with mobility issues or wheelchair users.</p>			
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources; • Laptops and access to dictation 	<p>Short Term - Giving PD students prior knowledge of pre-planned school alerts, to include fire alarms and intruder alarms to reduce anxiety around using Evacuation Chairs.</p> <p>Medium Term - All sound field systems have been serviced</p>	<p>Head Teacher and Site Manager to communicate with SENCo about planned fire alarms.</p> <p>Site team to service and check alarm systems.</p> <p>Site team to investigate alternative methods to alerting students of</p>	SENCo/Site Team	<p>Short Term – Ongoing.</p> <p>Medium Term – Ongoing.</p> <p>Long Term – Ongoing.</p>	<p>Student and SENCo to be confident that alerts are clear and how to respond in emergencies.</p> <p>Monitoring and improving systems across the school will support students more effectively.</p> <p>All students with a HI and PD are able to</p>

	software; • Pictorial or symbolic representations.	and operational. Long Term - Flashing alarm/ alert for Hearing Impaired students.	evacuations.			access all alerts.
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5. Monitoring Arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be approved by the Local Governing body and the Head Teacher.

