



Langley Mill Academy

Accessibility Plan 2025 - 2027

Revision History

Version	Date	Author	Summary of changes

This Accessibility Plan will be published on the school/academy website and should be read in conjunction with the following school policies: Behaviour Policy, Curriculum Policy, Emergency Plan, Equal Opportunities Policy, Health and Safety Policy, Academy Improvement Plan, Special Educational Needs Policy.

Introduction

Schools/academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which children and young people with disabilities can participate in the curriculum
- Improve the physical environment of the school/academy to enable children and young people with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to children and young people with disabilities

Our school/academy aims to treat all its children and young people fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Key Principles

All disabled children and young people should have equal access to education.

The school/academy has adopted this Accessibility Plan in line with the school/academy's Special Educational Needs (SEND) policy with the aim of ensuring that our school/academy is socially and academically inclusive, that all children and young people have access to a full curriculum, and that all children and young people are appropriately challenged and/or supported.

This plan will run from September 2025 to September 2027.

This Accessibility Plan provides an outline of how the school/academy will manage this part of the SEND provision. Please refer to our Special Educational Needs Policy for an outline of our full provision to support children and young people with SEND. This can be found on the school/academy website.

The table below is based on our current assessment of accessibility for children and young people with SEND. It sets out priorities across the school/academy in a number of areas and the relevant timescales for action to increase accessibility for children and young people with SEND.

Progress on these measures will be updated annually and reported to the local governing body.

Aims and Objectives

- All children and young people to be able to access a full and broad curriculum
- Develop the systems and communication between all stakeholders in providing this curriculum in an appropriate and adapted manner
- Develop the technology children and young people have access to to support their learning both at school/academy and at home
- Children and young people's voice to play a key part of the way we adapt and provide for children and young people with disabilities

Responsibilities

Langley Mill Academy recognises it has a statutory duty to identify and support children and young people with disabilities.

Board of Trustees will:

- Uphold and review the principles of the Equality Policy
- Monitor that all children and young people have equal opportunities to engage and learn, with support provided as appropriate and reasonable
- Ensure that persons with disabilities are supported with individual provision as appropriate and reasonable in order that they can carry out their work effectively without barriers.

Senior Leadership Team will:

- Ensure that the principles of the Equality Policy are upheld in practice
- Provide appropriate resources to support children and young people with disabilities
- Ensure that appropriate and reasonable adjustments to facilities and practice are made to accommodate children and young people with disabilities where necessary

All Staff will:

- Ensure that all children and young people have equal opportunities to engage and learn, with support provided as appropriate and reasonable

Physical Environments –

The school entrance is fully accessible and leads into the reception area, meeting rooms and then into the school hall and dining room. There is lift access to the first floor from the hall. There are disabled toilet facilities on the ground floor, first floor and in the new building. Entrance to the new building is fully accessible with ramps leading to the main entrance.

The playground is on ground level and both the playground and playing field are fully accessible. There is car parking on site with designated disabled parking spaces. As the Academy is an Enhanced Resource for Deaf and Hearing Impaired children the whole site is supported by a soundfield system, which is available in all rooms.

The Parent – Teacher Partnership

On initial admission into school, parents and carers will be asked about their child's medical needs which will be recorded on the child's file. Our school office team and SENDCo will gather information on these needs from the Infants schools and will use their advice to plan the provision for the child as they enter Langley Mill Academy. Any noted specific medical requirements or medication will be discussed with the parent and recorded in more detail on the child's medical plan. Information will be reviewed regularly and where necessary children will have a health care plan which will be shared with the appropriate staff.

We will consult with parents if medical situations change or new concerns present themselves or if personal circumstances change.

Please see the 'Supporting pupils with Medical Conditions' policy.

Exams and Access Arrangements

Over the course of Key Stage 2, we will collate evidence of where children require significant additional support in assessment and exams. If the evidence suggests a substantial and long-term issue, then we will prepare an application for access arrangements for their Year 6 SATs. The evidence will be assessed at the end of Year 5 and the application processed for Year 6. The evidence over Key Stage 2 and from their Infants school will allow us to paint a picture of need and their required way of working

Access arrangements can include a reader, a scribe, a laptop, rest breaks and/or extra time. The arrangements applied for will depend on the child's individual needs that have been apparent across their time in school.

Where a child has an Educational Health Care Plan or a letter confirming a disability, exams arrangements will be made according to their usual way of working without requiring the application process and Form.

Inclusion & Equality

We absolutely believe that all children and young people should have a full, broad and balanced curriculum and are given an opportunity to have a breadth of experiences. It is the responsibility of all staff to ensure that children and young people are supported and challenged as appropriate to their individual need.

Action Plan

Aim	Actions	Person Responsible	Date to complete actions by	Success Criteria
Curriculum Increasing the extent to which children with disabilities can participate in the curriculum.	Provide training for staff on skills and knowledge in supporting children with SEND and their welfare in the classroom.	SENCo	Staff meetings / briefings through the year.	All staff awareness of children with disabilities.
	Curriculum progress is tracked for all pupils, including those with a disability. All targets are set effectively and are appropriate for scholars with additional needs. Where necessary, BSquared is used to set targets.	Head teacher, SENCo, Phase Leaders	Ongoing BSquared to be introduced over the Autumn term	Pupil outcomes BSquared data

	Ensure any children with a disability are clearly identified on EDUkey.	SENCo, Phase Leads	Ongoing through the academic year.	During QA staff are observed of being aware of understanding, and accommodating, the needs of children with SEND. All staff to read and familiarise themselves with the children they teach with disabilities and be aware of their EDUkey learning plans.
	Appropriate use of technology to assist children with their work.	Class teachers, SENCo liaising with specialist teaching staff	Ongoing Training to support with technology to be carried out in Autumn term	Children who require the use of technology will be provided with it during lessons.
	Appropriate use of specialist equipment & resources tailored to the needs of the children who require support to access the curriculum.	Class teachers, SENCo, liaising with specialist teaching staff, Phase Leads	Ongoing	Specialist equipment will be observed being used in relevant lessons.
	Creation of best practice for how to create an accessible classroom including tips for Hearing and Visually Impaired scholars and scholars with disabilities as found in the Core Offer and advise from specialist teachers.	SENCO	Ongoing	Classrooms will be accessible to meet the needs of children with disabilities.
	The curriculum is reviewed to ensure it meets the needs of all children.	Head, deputy head, Phase Leads, SENCo	Ongoing	SLT will review the curriculum to ensure it is meeting the needs of all scholars.
Environment To improve the physical environment of school to	Improve pathways for level surfaces for all scholars	Site Manager	September 2024	Trip hazards removed on key routes, improve definition on steps.

enable scholars with disabilities to take better advantage of education, benefits, facilities and services provided.	Ensure resources around school do not impact accessibility and access.	Site Manager/Head/All staff members	Ongoing	Keeping the school environment tidy
Information Pupil voice to play a key part of the way we adapt and provide for pupils with disabilities	Detailed Individual Health Care Plans to be written for all children with a medical condition. This is to be reviewed annually by parents taking into account the opinions of the child. Staff are informed of any changes to medical plans as applicable	SENCO / class teachers/child	Written in September, reviewed annually	Children with medical needs will have an Individual Health Care Plan which has been agreed with parents and child where appropriate reviewed annually.
	Staff to discuss with children what they think they need to feel included	Classroom teachers/TAs	At the start of the academic year and if any new children join the class or a student has a change in need.	Children's voice considered in their provision