

Langley Park School for Girls

Accessibility Plan 2020-2021

Please note that due to the impact of COVID 19 and school closure, some of the 2019-2020 targets on the plan have had to be extended into this academic year.

Context

Langley Park School for Girls is a girls comprehensive Secondary School with a mixed sixth form.

Purpose of this Accessibility Plan

The core purpose of this plan is to show how Langley Park Girls School intends, over time, to increase accessibility to the physical environment, the curriculum and written information for all pupils with a disability. This is linked with the school's duty to make reasonable adjustments, which includes taking positive steps to ensure that disabled pupils can fully participate in the education provided by the school and to avoid any substantial disadvantage.

Definition of disability

Disability is defined by the *Equality Act 2010* as 'a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities'.

Key Aims

For pupils and other members of the school community with a disability to have:

- total access to our school's environment, curriculum and information; and
- full participation in the school community

Principles

- Compliance with the *Equality Act 2010* is consistent with our school's aims and equal opportunities policy and SEN/D Information Report.
- Our staff recognise their duty under the Equality Act:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
 - not to treat disabled pupils less favourably;
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and
 - to publish an Accessibility Plan
- In performing their duties governors have regard to the Equality Act 2010, our school:
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability;
 - recognises the effect their disability has on his/her ability to carry out activities; and
 - respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Access to the curriculum

Accessibility outcome	Actions to achieve this	Who is responsible?	By when?	Update	Evaluation of impact 2020-2021
All students have access to a broad, balanced and relevant curriculum.	<ul style="list-style-type: none"> Whole school curriculum offer reviewed yearly. Key Stage 4 options pathways reviewed annually. Adaption of whole school enrichment programme to PSCHÉ programme to comply with COVID 19 guidance. 	<p>SLT/ ELT</p> <p>SLT/ ELT</p> <p>SLT and HOYs</p>	<p>Ongoing</p> <p>Spring Term</p> <p>In place Sept 2020- continually reviewed</p>	<p>Sept 2020: Adjustments to curriculum offer have been made for this academic year including introduction of new subjects at KS4. Impact to be monitored and evaluated throughout.</p>	
All students have a differentiated curriculum that meets their individual needs.	<ul style="list-style-type: none"> Quality First Teaching strategies implemented across all lessons. SEND register continually updated for teaching staff to outline key strategies to support SEND students. New information sharing system allows regular updates on student needs for individual staff Students with an EHCP have individualised targets within the classroom setting which are included in the SEND register and continually reviewed. 	<p>All teaching staff</p> <p>SENCO</p> <p>SENCO/ ASENCO/ HoYs</p> <p>SENCO</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Sept 2020</p> <p>Ongoing</p>	<p>Oct 2020: Introduction of new Provision Map and Round Robin System is being used effectively since introduction in June.</p>	

<p>Students' access to the curriculum is increased because they attend school more regularly.</p>	<ul style="list-style-type: none"> • Students with low attendance are targeted for early intervention. • New tired systems based on early intervention are introduced and monitored to tackle persistent absence. 	<p>Assistant Head Inclusion/ HoKs</p>	<p>Sept 2020 and ongoing</p>	<p>Sept 2020: Introduction of new attendance monitoring systems- whole school</p>	
<p>Students understand the impact of lateness and nonattendance on their progress.</p>	<ul style="list-style-type: none"> • Assemblies with all students give information around impact of lateness and attendance on their learning. • Attendance and lateness impact figures displayed around the school on student screens • Monitoring of number of minutes late to lessons to be reported on to home in termly reports. 	<p>SLT Attendance officer All teaching staff/ Attendance officer</p>	<p>Autumn Term 2020</p>		
<p>Flexible timetabling enables higher level of engagement in school.</p>	<ul style="list-style-type: none"> • Students with special educational or medical needs are given individualised timetable options to enable maximum participation and access to the curriculum. This is done on an individual basis. 	<p>SENCO</p>	<p>As needed</p>	<p>Case study examples historically demonstrate that flexible timetabling has increased school engagement for some vulnerable students.</p>	
<p>Peer support and mentoring programmes</p>	<ul style="list-style-type: none"> • Vulnerable students and those with special educational needs have access to peer support 	<p>SENCO</p>	<p>Sept 2020 and ongoing</p>		

increase participation and confidence in learning.	programmes and mentoring programmes with specific goals around support for educational needs.				
Students have access to assistive technology to support in learning.	<ul style="list-style-type: none"> Continual review and introduction of assistive technology to support targeted students. Disadvantaged/ SEND students to have access to use of assistive technology on basis of need. This is both for in class and exams. 	SENCO/ ASENCO	Ongoing	Sept 2020: Laptop scheme has made laptops available for a high number of students	
Remote and virtual learning in place for students	<ul style="list-style-type: none"> Virtual learning and live lessons in place for students who are self isolating due to COVID 19 guidance to ensure continued engagement in learning. Staff receive updated and ongoing training to allow them to deliver lessons virtually. 	SLT/ All Staff SLT/ All Staff	Ongoing in line with Government guidance		

Access to the <i>physical environment</i>					
Accessibility outcome	Actions to achieve this	Who is responsible?	By when?	Update	Evaluation of impact 2020-2021

<p>Adaptions to the physical environment are made to ensure maximum participation for students with mobility difficulties/ medical needs.</p>	<ul style="list-style-type: none"> • Up to date audit in Autumn 2020 to ensure appropriate environment for students with physical/ mobility needs. • Regular liaison with Occupational Therapy in regards to adaptions needed for specific students with medical and physical needs. • Timetabling considers limitations for students with medical or physical needs and accommodates this within their timetable. • Safety plans and alternative movement routes around the school are offered for those who require wheelchair use. 	<p>SLR & DJS</p> <p>SENCO</p> <p>SLT/ SENCO</p> <p>SENCO</p>	<p>Autumn Term 2020</p> <p>Ongoing as needed</p> <p>Annually reviewed in Summer term.</p>		
<p>Risk assessments of their physical; environment show that students are able to move safely around the school and identifies actions for improvements.</p>	<ul style="list-style-type: none"> • Risk assessments for individual students are carried out to identify areas of risk and addressed on an individual basis, including those with physical, mobility or sensory needs. 	<p>SLR/ DJ/ SENCO</p>	<p>Annually/ as needed.</p>		
<p>Adaptions to the use of the physical space in school are made in order to comply with COVID 19 safe guidance</p>	<ul style="list-style-type: none"> • Risk assessments in place for movement of students around the school based on latest COVID 19 guidance. • Adaptions to the use of physical space and “zones” within school are continually reviewed to ensure COVID safe environment for students and staff. 		<p>Continually reviewed in line with updated COVID 19 guidance</p>		

<p>Improvements to the physical learning environment and are identified and adapted as required.</p>	<ul style="list-style-type: none"> Regular school environment walks by SLT and HoF to highlight areas for improvement. 	<p>SLT/ HoF</p>	<p>Termly</p>		
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<p>Access to information</p>					
<p>Accessibility outcome</p>	<p>Actions to achieve this</p>	<p>Who is responsible?</p>	<p>By when?</p>	<p>Update</p>	<p>Evaluation of impact 2020-2021</p>
<p>Parents and carers have access to written information in a variety of forms.</p>	<ul style="list-style-type: none"> Website is kept up to date with all key information for parents and carers. Alternative forums are offered to clarify/ confirm important information for more vulnerable groups e.g. SEND and EAL forums. 	<p>SENCO/ SLT</p> <p>EAL Co-ordinator/ SENCO</p> <p>SENCO</p>	<p>Ongoing- as needed</p>		
<p>Parents and carers can access key information in their native language.</p>	<ul style="list-style-type: none"> Parents and carers with English as an additional language are offered key school information in their native language. 	<p>EAL Co-ordinator/ SENCO</p>	<p>Ongoing- as needed</p>		
<p>Students have access to internet and Wi-Fi in lessons/ around the</p>	<ul style="list-style-type: none"> ICT Wi-Fi provision is being improved this academic year based on last year's audit. 	<p>ICT Department</p>	<p>Autumn Term 2020</p>		

school to enable them to access online information to support learning.					
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