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ACCESSIBILITY PLAN

2024-2027

Longley Park Sixth Form



Document Control

Title:	LPSF Accessibility Plan
Policy Lead:	DOE
Category:	Inclusion & Pastoral Care
Date Approved:	June 2024
Approved by:	TET
Review Date:	June 2027
Review Period:	3 Years
Status:	Statutory
Website:	Yes
Annual Agreement:	No

Review

Date:	Version:	Author:	Revisions:



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Aims

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 disabled students can participate in the curriculum.
- Improve the physical environment of the Academy 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 Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Longley Park Sixth Form Academy has high ambitions for its disabled students and expects them to participate and achieve in every aspect of Sixth Form life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our Sixth Form promotes equality of opportunity for disabled people: students, staff, parents, carers, and others who use the Sixth Form.

Longley Park is a multi-cultural inner-city Sixth Form educating young people between the ages 16 and 25. The curriculum includes provision at Level 1, Level 2 and Level 3. Academic and Vocational provision is provided at level 3 in the form of A Levels and BTEC, WJEC, LIBF, NCFE CACHE and UAL qualifications.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for academy's 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.

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 and cancer.

Academies 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.

This policy complies with our funding agreement and articles of association.



Action Plan

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

Aim	Current good practice <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
Increase access to the curriculum for students with a disability	Our Academy offers a differentiated curriculum for all students and delivers whole staff training – Quality First Teaching (QFT)	Long term	Continuing Professional Development programme (CPD) in Quality First Teaching for all staff.	ALS Manager	Ongoing	Observations, learning walks and student/ parent voice reflect that students with SEN are supported to achieve their potential through QFT.
	We use specific resources tailored to the needs of individual students who require additional support to access the curriculum. (iPads,	Long term	Further specialist training for teachers of identified students through training and Occupational therapists (OT).	ALS Manager	Ongoing	



	laptops, magnifiers, hearing aids, wheelchairs, walking frames).					
	Curriculum resources and software to support all students with disabilities. (Enlarged print copies, tinted exercise books, pencil grips, laptops)	Long term	Book looks and learning walks to ensure provisions and differentiation is happening across lessons.	ALS Manager	Ongoing	
	Curriculum progress is tracked for all students, including those with a disability. The curriculum is reviewed to ensure it meets the needs of all students. Targets are set effectively and are appropriate for students with disabilities.	Long term	Progress data to be analysed to identify SEND areas of weakness across subjects after each data collection point.	ALS Manager	Ongoing	



	A range of support staff including Teaching Assistants who are trained in the 4 areas of Special needs	Medium term	Liaise with outside agencies to arrange appropriate training based on the needs of the students in Sixth Form	ALS Manager	Ongoing	The ALS team are confident in their area of need to deliver quality wave 1 support and wave 2- 3 support.
	To continue to ensure collaboration and sharing of information between Sixth Form and families, health/other professionals, and next step destinations.	Long term	All relevant agencies invited to Extended support Plan and EHCP reviews. Reports obtained if professionals unavailable and shared with staff and parents.	ALS Manager	Ongoing	Effective collaboration systems in place between parents, student, SEND team, staff.
	To continue close liaison with outside agencies for students with on-going health needs (e.g., epilepsy, asthma, mobility problems, visual and hearing impaired).					All information in SEN profiles is relevant and up to date and all staff are aware of need and provision.



	Continue to ensure that all students with a disability have access to all curriculum and educational experiences including trips, residential.	Medium term	Ensure that disability is not a barrier to prevent students joining in relevant trips, residential experiences, and curriculum provision. Discuss any arrangements needed with students and parents/carers. Obtain advice from specialist staff as needed. Modify arrangements as needed.	ALS Manager	Ongoing	Students with a disability are included in trips, residential, curriculum experiences alongside their peers. Review meetings for student, parents/carers, and staff three times each year
	Continue to circulate information to staff with strategies to increase access to learning for students with medical conditions including allergies, diabetes, asthma, cerebral palsy.	Short term	New medical profiles are in place with specific information for staff. General and specific information sought from students, parents/carers and specialist staff, including from review meetings. Information included on SharePoint: (list section and medical profiles (last section) Secondary Inclusion Link and in the Essentials file at Primary.	Sixth Form medical team	Ongoing	Information is clear and accessible. Monitored by Occupational Therapy, Physiotherapy Team, Speech and Language Team and



		<p>Discuss and agree support programme with students, parents/carers, and appropriate staff.</p> <p>Continue training programme for appropriate staff e.g. First Aid/Paediatric First Aid in Primary and Secondary Phases</p> <p>Care plans to be written. Support from trained staff to help administer and monitor medication.</p> <p>Review provision regularly with students, parents/carers, and staff.</p> <p>Discuss and agree support programme with students, parents/carers, appropriate staff.</p> <p>Ensure strategies to support learning are provided as</p>		<p>other specialists where appropriate. student progress monitored each term - students to meet targets.</p>
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			<p>part of the student profiles and/or on the student landing page.</p> <p>Enable students to have appropriate specialist tuition during the Sixth Form Day.</p> <p>Provide lunchtime support and lesson support as needed.</p> <p>Check provision needed including writing slopes, special seating, finger grips, use of lift, IT, servicing of hoists.</p> <p>Ensure staff training is updated, Moving and Handling and moving and handling of people.</p> <p>Provide appropriate provision.</p> <p>Ensure Personal Evacuation Plans are completed as needed.</p>			
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<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <p>All corridors have a wide accessibility.</p> <p>Lifts to enable students with mobility issues have access to all floors of the buildings.</p> <p>Designated parking areas for disabled visitors and families</p> <p>All entrances have wide accessibility.</p> <p>All areas of Sixth Form can be accessible to wheelchair users.</p> <p>Accessible toilet facilities on each floor of LPSF and fitted with alarms including 1</p>	<p>Long term</p>	<p>Lift is maintained and checked regularly checked by the Premises Team an in liaison with the Elevator Company external contractor.</p> <p>Liaise with the trust to agree on amount and location of disabled parking.</p> <p>Consider alternative signage – pictograms / braille?</p>	<p>Premises team</p> <p>ALS Manager</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All areas of the physical environment are safe and accessible.</p>
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	<p>accessible shower facilities at LPSF.</p> <p>Reception areas are at ground level with wide accessibilities and automatic doors.</p> <p>Internal signage is clearly numbered.</p> <p>Emergency escape routes, including fire shelters.</p> <p>Personal Emergency Evacuation Plans (PEEPs) for students and visitors with mobility issues (also consider VI and ASD disabilities).</p> <p>To consider lighting solutions in some classrooms (difficulty viewing IWB for students with visual impairments) and acoustics.</p>	<p>Medium Term</p>	<p>Checked monthly.</p> <p>Rooms with lighting or acoustic issues to be identified and solutions agreed.</p>			
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	<p>To make differentiated seating available.</p> <p>To include height adjustable tables where appropriate (technology, science and art).</p>					
<p>Improve the delivery of information to students, parents, visitor and other users of the academy with a disability.</p>	<p>Our Academy uses a range of communication methods to ensure information is accessible.</p> <p>All policies can be adapted if needed.</p>	<p>Short term</p>	<p>Develop the website to include access instruction i.e. text to speech/ enlarge text / google translate.</p> <p>Ensure all visitors to the building can request information in large print (on main reception).</p> <p>Discuss if we need further signage support (pictorial) to be fully inclusive.</p>	<p>Academy/Trust IT Department under instruction of ALS Manager</p> <p>ALS Manager</p>	<p>Ongoing</p>	<p>Everyone, who accesses our buildings, has the information and signage needed to access all facilities and support.</p>



Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by Directors and CEO.

Links with other policies

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

- Health and safety policy
- Longley Park Sixth Form Academy – Equality Information and Objectives Statement
- Special educational needs (SEN) information report
- Special educational needs (SEN) Policy



Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	All corridors have wide access	Continuous monitoring to ensure corridors are kept clear of obstructions	Premises teams and staff	Ongoing
Lifts	Access all floors.	All serviced and checked every 3 months	Premises teams	Ongoing
Parking bays	Designated disabled parking bays:	Ensure designated bays are only accessed by those who require designated bays	Premises team/ compliance officer	Ongoing
Entrances	All entrances have wide access	Students are offered chaperones to assist in movement around Sixth Form. This is not always taken up due to the independent nature of some of our students with disabilities.	Year Team, SEND team, medical team Reception staff	Ongoing



Ramps	All areas are accessible to wheelchair users and people with mobility issues	N/A	N/A	
Toilets	Accessible toilets in each site Alarms fitted.	Maintained daily	Premises team	Ongoing
Internal signage	All doors numbered.	Consider pictogram signage	Premises team	Ongoing
Emergency escape routes	Fire exits and intercom system on all meeting points of the floors.	Checked monthly	Premises team	Ongoing