



Cardinal Langley RC High School **ACCESSIBILITY PLAN 2026-29**

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| Policy Type: | Statutory: https://www.gov.uk/guidance/governance-in-maintained-schools/statutory-policies-for-maintained-schools |
| Review Frequency: | 3 years (Mandatory) |
| Implementation/Approval: | Governing Board free to delegate |
| Delegated to: | Resources Committee |
| Link Governors: | Mrs K Warburton |
| Staff Link: | Mrs S Lord (SENDCO) |
| Last Reviewed/Approved: | Spring 2026 |
| Date of Next Review: | Spring 2029 |

Introduction

An accessibility plan remains a strict statutory requirement for all schools in England and Wales under Schedule 10 of the Equality Act 2010

Under the Equality Act 2010, ‘schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation’.

It is important to state that under the legislation of 2010 a person ‘has a disability 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 carry out normal day-to-day activities.’

In order to comply with legislation, schools are required to have in place an accessibility plan which

- Is renewed every three years
- Is approved by the Governing Board or delegated committee
- Ensures that the school is meeting its duty under the public sector equality duty (PSED)

This plan sets out the proposals of the Governing Board of the Cardinal Langley RC High School:

- To increase the extent to which students with a disability can participate in the curriculum
- To improve the physical environment of the school to enable students with a disability to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible information to students with a disability

This accessibility plan is resourced, implemented and reviewed, as standard, every 3 years and revised as necessary. Implementation of the school's policies in relation to SEND and Equality are reported on regularly to Governors and information is included in the school prospectus.

1A: Vision and Values

Cardinal Langley RC High School is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every student matter. Our aim is to include all students and we strive to meet their needs in a range of positive and proactive ways.

We believe that inclusion is a process through which we are developing our policies and practices in order to provide meaningful participation and achievements for all of our students. School staff all strive to identify and eliminate barriers to learning, whenever possible, and promote equality of opportunity throughout the whole school.

The school has worked towards a more inclusive curriculum by:

- Setting suitable learning challenges
- Responding to students' diverse needs
- Overcoming whole-school and subject-specific barriers to learning

1B: Information from Pupil Data and School Audit

Key starting points for the school's plan are assessments of:

- The nature of the school population for whom the school is planning, including present and potential future students
- The physical environment of the school, including a consideration of the impact of the school's existing plans and priorities. As the school has been through the BSF process it is believed that the school now meets all disability access expectations but there are always areas which can be further improved

An audit of the school's strengths and weaknesses in working with students with a disability highlighted the following:

The presence in school of students with a disability and the pattern of their participation in the life at the school, for example:

- There are no areas of the curriculum to which students with a disability have limited or no access at the moment.
- There is a genuine commitment to ensure the participation of students with a disability in off-site activities

A positive impact on students with a disability by the way the school is organised:

- School policies, practices and procedures relating to anti-bullying, school trips, the way risk assessments are carried out, learning and teaching, time-tabling, the administration of medicines

Consistently positive outcomes for students with a disability, including:

- A detailed analysis of outcome data: exams, accredited learning and end of key stage outcomes
- Detailed information showing how well students with a disability are accessing the curriculum (lesson observations in different curriculum areas, for example)
- Achievements in extra-curricular activities

The audit of need and provision is continuous and ongoing due to the relationship between parents/carers and the school and emerging needs.

Area 1 - Access to the Curriculum

Action:

- Continued differentiation across the curriculum will allow for a variety of approaches and outcomes. This will be clearly reflected in teachers' planning and evaluated alongside group and individual learning outcomes.
- All staff to be made increasingly aware of the demands of equality legislation through CPD.
- Development of the role of key workers and particularly the TA4s with responsibility for students with specific disabilities.
- Responding to the demands of changing SEND legislation as and when it is passed.
- Responding to the specific needs of individuals, which need to be assessed as they emerge and reasonable adjustments accommodated.

Area 2 - Accessing the Physical Environment

Action:

- Regular checks by premises staff
- Lift keys – streamlining the accessibility of lift keys
- Check and sign the loop hearing system in school for public announcements and talks in the hall/chapel
- Ensuring access to disabled toilet facilities on admin corridor at public events
- Making all reasonable adjustments as new needs emerge and are identified

Area 3: The Acquisition & Delivery of Information

Action:

- Website to be continuously developed to become more interactive and informative; development of the learning gateway.
- Parental engagement - ask current parents/carers if there could be improvement in access to information for a person with a disability.
- Responding to the specific needs of individuals by making all reasonable adjustments

Associated policies and documentation

- Equality, Diversity & Community Cohesion Policy
- SEND Policy
- Curriculum Policy
- School Improvement Plan
- Health & Safety/Premises Audits
- Disability Access Statement

Approval:

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| Signature of Headteacher |  | Date | 24.02.2026 |
| Signature of Chair/Vice-Chair of Resources Committee |  | Date | 24.02.2026 |



Cardinal Langley RC High School

DISABILITY ACCESS STATEMENT

At Cardinal Langley RC High School students, staff, parents and visitors to the school have an equality of access and we aim to make all areas of the site accessible where possible. Where buildings cannot be adapted, other alternatives will be sought. In terms of the curriculum, this will typically mean re-rooming to accessible accommodation.

To facilitate disability access:

- Health and safety issues are identified and addressed on a continuous basis by a range of people within school, including: Teachers (activities, classrooms), Heads of Department (departmental areas), Site Manager (general/common use areas), and SLT/Governors in reviewing these procedures and activities.
- Risk assessments are written principally for two purposes: for activities and for groups of students; and for specific students (generic for their time in school, and/or for specific activities, or to take into account their specific disability).
- Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability (PEEPS): evacuation chairs are available.
- The medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the Additional Needs Department/Pastoral Officer, is circulated to staff in school on a need-to-know basis.
- The medical conditions of staff affecting health and safety and site accessibility are known on a need-to-know basis by the Headteacher and related staff.
- The Additional Needs Department has the responsibility for ensuring that identified SEND students access all areas of the site within the health and safety guidelines.
- Outside professionals support the work of the school, and the integration of specific students within mainstream classes.

Specific disability access provisions are:

- Three lifts, providing upper floor access to each block of the school
- Stair lift
- Accessible toilet facilities in each block, including accessible toilet facilities for visitors
- Ramps to each external access door
- Wheelchair access around school
- Minibus adapted for wheelchair users
- Disability car parking with easy access to school
- Hearing loop installed

Associated policies and documentation:

- Accessibility Plan
- SEND Policy
- Curriculum Policy
- School Safety Policy
- Fire Safety Policy
- Equality, Diversity & Community Cohesion Policy
- Supporting Pupils with Medical Conditions Policy