

Accessibility Plan

Lacon Childe School

1. Aims

Schools 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

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

At Lacon Childe School, 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. The plan will be made available online on the school website, and paper copies are available upon request.

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.

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.

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.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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.

3. 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 pupils with a disability	<p>Our school offers an appropriate curriculum for pupils. Alternative qualifications offered for PE and IT. Child Development offered as a more accessible option. Small groups access literacy, numeracy, and life skills lessons as one of their options. Some vocational provision at KS4 dependent on student need and local availability. KS3 offer is traditional. Key Skills classes enable specific literacy and numeracy intervention in Key Stage 3.</p> <p>Curriculum resources include laptops for students with an identified need, large print resources, coloured overlays and FM transmitters for students with a Hearing Impairment</p>	<p>Curriculum offer to be enriched to create more variety at KS4 to better meet the needs of all students.</p> <p>Review of appropriate resources to enable access to the curriculum.</p>	<p>Curriculum review during the summer term to ensure that the appropriate provision is in place for all learners.</p> <p>Work with teachers and external agencies to ensure that appropriate equipment is in school.</p>	<p>TS, RCB, NR, HoDs</p> <p>TS, HoDs</p>	<p>May</p> <p>Ongoing</p>	<p>Students challenged appropriately with subjects that meet needs and lead to appropriate options in the future. (0 NEET)</p> <p>All students effectively able to engage with all aspects of the curriculum.</p>

	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The hub on school site enables us to offer greater individualised support to identified students with a specific SLCN need</p>	<p>Progress of all students carefully tracked and monitored.</p> <p>All students challenged appropriately.</p> <p>Identified students to be supported to feel able to engage with education and to manage transition to mainstream.</p>	<p>Data analysis after each data capture</p> <p>Data tracking and monitoring</p> <p>Individualised plans for managing integration, support, and transition.</p>	<p>NR</p> <p>NR</p> <p>TS LCI</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Positive progress for all students.</p> <p>Data reviews evidence positive progress and intervention for students.</p> <p>Attendance, progress against individual targets.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils / staff as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Disabled parking bays • Disabled toilets and changing facilities 	<p>For all the school site to be accessible to staff and students.</p> <p>To ensure that students and staff can access all curriculum areas irrespective of disability.</p> <p>To improve the facilities for students who need time out from lessons due to mental health needs.</p>	<p>Nurture space to be set up within SEN space in Room 30.</p> <p>Disabled facilities to be included in design for new class block including SEN hub space</p> <p>LED lighting planned throughout site as funds dictate and when refurbishments occur</p> <p>Capital plans include as a priority consideration</p>	<p>GB</p> <p>GB</p>	<p>12.2021complete</p>	<p>Designated path to new block, ramp access, wider doors. Carpeting throughout for noise reduction, and LED lighting to improve environment for all including visually impaired.</p> <p>Humanities block now accessible with site</p>

			of accessibility in all respects.			levels flattened and access door widened. LED lighting throughout.
Improve the delivery of information to pupils with a disability	<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 • Magnifiers • Laptops • FM Transmitters • Pictorial or symbolic representations 	To ensure that all students can access learning materials.	<p>Materials to be presented appropriately to all students. Need to be addressed and shared with all staff on SIMS.</p> <p>Interactive White Boards / displays?</p> <p>Blinds in classrooms to ensure that screens are clearly visible?</p>	RCB TS		

4. 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 the Governors

5. Links with other policies

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

- Equal Opportunities – Equality Duty
- Health & Safety
- Special Needs
- Behaviour
- School Prospectus and Mission Statement
- School Journeys