LACON CHILDE SCHOOL
PART OF FOUR STONES GATEWAY

LACON CHILDE SCHOOL

ACCESSIBILITY PLAN

DATE POLICY WAS APPROVED	16/07/2026
DATE POLICY WILL BE REVIEWED	AUTUMN 2029
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	HEADTEACHER

Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- **Lacon Childe School**
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

"CEO" includes the Chief Executive Officer

"CFOO" includes the Chief Financial Officer

"Trust Senior Leadership Team" includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

"Headteacher" includes the appropriate School Headteacher.

"Trustees or Trust Board" are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

"Local Academy Boards (LAB)" are appointed Governors at a local level. Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

"Chair" responsible for leading the board and ensuring its effectiveness

"Stakeholders" are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB or Trust members, trade unions, local business leaders etc.

1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils. because of sex, race, disability, religion or belief and sexual orientation."

According to the Equality Act 2010 a person has a disability if:
(a) He or she has a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Local Governing Body. The review process can be delegated to an individual or the Headteacher/Head of School/Executive Headteacher. At Lacon Childe School the plan will be monitored by the SENDCo and presented to the Local Governing Body. The current plan will be appended to this document.

At Lacon Childe School we are committed to working together to provide an inspirational and exciting learning environment where all students can develop an enthusiasm for life-long learning. We believe that students should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We believe in a social model of disability. Disability and neurodivergence is not something to be 'cured' but a normal part of human existence, that, while it may bring challenges, is predominantly disabling because of the construction of our environments. We address needs in two ways: modifying environmental factors and / or enhancing a student's capabilities. We believe that a person's well-being is linked to whether they feel included and supported, not how 'severe or extreme' their needs may be.

1) Lacon Childe School's Accessibility Plan has been developed and drawn up based upon information gained from consultation from parent/carers, students, and observations made by school staff, both teaching and non-teaching. Where appropriate, the input from outside agencies working with individual students has been considered. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

3) Lacon Childe School is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents, and visitors regardless of their educational, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support, and awareness within the school.

4) The SENDCo (Special Educational Needs Co-ordinator) can be contacted through the main switchboard number.

5) Lacon Childe School's Accessibility Plan shows how access is to be improved for disabled students, staff, and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
    - Increase access to the curriculum for students with a disability, to ensure that students are equally as prepared for life. It also covers the provision of specialist or auxiliary aids and equipment, which may assist students in accessing the curriculum;
    - Deliver an appropriate curriculum enabling students to achieve their goals and make a successful transition to adulthood;
    - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education;
    - Improve communication, both verbal and written to staff and parents of students with

disabilities: this may include school records, access to external specialists, and the additional communication prioritised around these students.

6) Lacon Childe School's Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.

7) This Accessibility Plan should be read in conjunction with the following Trust and school policies, strategies, and documents:
    - Behaviour Policy
    - Equality, diversity and Inclusion Policy
    - Health & Safety Policy
    - School Prospectus
    - School Development Plan
    - Special Educational Needs Policy
    - Equality objectives

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which is the responsibility of the Trust Head of Estates. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Policy updates will be undertaken as and when school policies are reviewed. The Directors' Committee Terms of Reference will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The school will work in partnership with the Trust in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Increase the access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of verbal and written information to staff and parents of students with SEND

Our objectives are detailed in the Action Plan below.

3. Current good practice

We ask about any disability or health condition in early communications with new parents and carers and our feeder schools and any external agencies in advance of the formal transition process. Every parent/carer of a child on the SEND register is contacted every term to discuss their child's needs and the effects it has on them in terms of accessing the curriculum, with a view to improving access. Parents/carers are welcome any time to discuss any problems that might occur between meetings.

Physical Environment

The school is a mix of single and two storey buildings with two demountable. Accessible corridors connect the site disabled students have good access to the buildings. Specialist rooms such as ICT suites, science labs & art, food and design technology rooms are available on the ground floor or through timetable modification. Timetabling ensures that no student is unable to access their classroom. We have accessible bathrooms suites in different areas of the school site. Disabled students can also participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example, school trips for students with medical needs, but we can often find ways to support attendance in these situations. Three of our minibuses are wheelchair accessible.

Curriculum
The intention behind our curriculum design is that it is underpinned by Quality First-Teaching by default. Students are regularly engaged in recall of previous knowledge with the intention of embedding it their long-term memory; experience opportunities to apply their newly acquired knowledge into novel contexts; and have processes chunked into small, manageable, sections so as not to overload working memory. Throughout lessons, checking for understanding is ongoing, and performed in low-stakes inclusive ways (such as mini-whiteboard responses) such that misconceptions are not embedded on an individual or whole-class level. Staff are engaged in and encouraged towards supportive scaffolding techniques to support students who are finding a concept difficult to grasp. These are actioned through frequent Learning Laps from teachers, so that everyone's work is checked, and their needs supported, all of the time.

Information
To centralise all of the information we have around students with SEND, we use Arbor. This allows teaching staff to access relevant information about the SEND needs of a student. In order to review these plans, parent/carers of students on the SEND register are contacted regularly in order to discuss the provisions.

4. Access Audit
The school estate is a mix of single level, and multiple level buildings with several access points from outside. A rigorous PEEP system is in place to ensure the safety of all. The hall and sports hall are on the ground floor and are accessible to all. On-site car parking for staff and visitor includes dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. All disabled toilets are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Induction is planned well, with risk assessments, care plan and PEEPs all in place ready for the new academic year. Ramp access is built into the development plan for top playground to bottom, back entrance from Art to class block and the door by Year 11 area.

5. Management, co- ordination, and implementation
We will consult with experts when new situations regarding students with disabilities are experienced.

6. Action Plan

Aim 1: To increase the extent to which disabled students can participate in the school curriculum.

Short Term				
Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
To liaise with feeder schools to review new intake	To identify students who may need additional to or different from usual provision	End of half- term 5, annually	SENDCo	Passports in place in advance of September, leading to a smooth transition for students and staff
To review all policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT	All policies clearly reflect inclusive practice and procedure.
To establish close liaison with outside agencies for students with ongoing health needs. E.g., students with epilepsy or mobility issues	Annual updates from medical professionals. Training outreach for new conditions on intake.	Ongoing	Deputy SENDCo Lead First Aider First aid trained staff. Heads of Year	Clear collaboration working approach, meeting the medical needs of students.
To ensure full access to the curriculum for all students	Advice gained from external specialists integrated into Pupil Passports and Learning Plans. CPD for all staff. A scaffolded curriculum delivered with reliable Quality First-Teaching approaches.	Ongoing	Key staff All staff	Advice taken and strategies evident in classroom practice.
When planning school trips involving CYP with impairment or disabilities, the school will make every effort to accommodate their needs thereby allowing them access to the experience.	The Trip Leader and Education Visits Coordinator will undertake a risk assessment relating to any group member with an impairment or disability. Any reasonable additional expenditure necessary to accommodate CYP with a disability/impairment must be considered. Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a CYP with a disability.	Ongoing	Key staff All staff	All CYP, where possible, with a disability/impairment will have the opportunity to take part in a school trip, including those overseas.
Staff, Governors and parents are made aware of the Special Educational Needs & Disabilities Code of Practice 2015	All staff and Governors are advised of the legal and moral obligation placed upon the school to provide, wherever possible, an education that is fully accessible to all CYP.	Ongoing	SENDCo	Staff and Governors have a full understanding of their obligations.
Medium Term				
Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
To promote the involvement of disabled students in classroom activities.	By providing access and equipment to aid involvement, where necessary, e.g., wheelchair access, reading rulers, backed stools.	Ongoing	All staff	Students have access to the curriculum.

To promote the involvement of students with learning difficulties in classroom activities.	Continued refinement of our T&L approaches. Departmental focus on curriculum endpoints. Specific staff changes	Ongoing	Departmental staff SENDCo All staff	Students have access to the curriculum.
To evaluate and review the above targets annually.	Check objectives are still appropriate and that targets have been met.	Annually	Governors SLT SENDCo	Reduced progress gaps between students with and without SEND.
To make written information more accessible to CYP with disabilities.	Where appropriate, the school plan for the provision of: ▪ Enlarged resource materials and exam papers. ▪ Papers copied onto coloured/buff paper. ▪ Enlarged written communication with home. ▪ An electronic version of all school/home communication.	Ongoing	SENDCo	CYP, with disabilities, have greater access to information. The school is able to respond quickly to requests for information in alternative formats.
Improve the delivery of information to CYP with a disability.	School uses a range of communication methods to make sure information is accessible. This may include: ▪ Internal signage ▪ Large print resources ▪ ▪ ▪ Pictorial or symbolic representations	Ongoing	SENDCo	CYP, with disabilities, have greater access to information. The school is able to respond quickly to requests for information in alternative formats.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

Short Term				
Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
Improve physical environment the school	The school will take into account the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improving access, lighting, facilities, and fittings.	Ongoing	SLT Site team	Enabling needs to be met where possible.
Provide appropriate furniture/equipment where necessary for CYP with disabilities	Plan for the purchase of furniture/equipment to meet the needs of known CYP with disabilities based on specialist advice received.	Ongoing	SENDCo	School is able to respond rapidly in providing appropriate furniture/ equipment.
Ensuring all with disability are able to be involved.	Student voice, SEND communications. Key staff associated with most vulnerable students.	Ongoing	Key staff All staff	Disabled students are listened to, and their opinions valued.
Apply a no-cost curriculum planning solution to providing classroom accessibility to CYP with disabilities.	Timetable modified where necessary so that a particular teaching group can be located in rooms with easy access, i.e., ground floor.	Ongoing	All staff	Where possible, CYP with disabilities have full access to teaching areas because they are in accessible rooms.
To ensure medical needs of all students are met fully within the capability of the school	Medical policies implemented and followed. IHPs are completed and actioned. We have staff who are trained first aiders	Ongoing	Key staff All staff	We cater for individual medical cases.
Ensuring disabled parents have every opportunity to be involved.	Utilise disabled parking spaces. Making sure access is good during parent/carer meetings and they have been guided to where the appropriate facilities are.	Ongoing	Key staff All staff	To ensure that disabled parents/carers are not discriminated against and are encouraged to take an interest and be involved in their child's education.
Medium Term				
Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
To continue to develop outside facilities to ensure that they are accessible	When improving outside area for all students, check that it improves facilities for disabled students too.	Ongoing	Key staff	Inclusive student friendly outside areas.

To ensure driveway, roads, and paved paths around school are as safe as possible.	Checking and replacement of loose or broken pavers.	Ongoing	Site team	The site is safe and accessible for all students

Aim 3: To improve communication with disabled students, parents, and staff.

Short Term				
Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
To have a strong relationship with the parents/carers of disabled students.	Proactive communication with parents. Parents/Carers to feel that we can arrange a meeting at quite short notice if there is a concern.	Ongoing	Key staff initially All staff	Parents/Carers feel that they are involved and fully engaged in their child's care and education in school.
To liaise with outside agencies to get professional advice on best next steps	To refer students to outside agencies if we feel they could benefit from some professional advice. Liaise with outside agencies who monitor students in school	Ongoing	Key staff initially All staff	We have professional advice in school on how to make access the best it can be.
To enable improved access to written information for students, parents/carers, and visitors.	Profiles continually updated on Arbor with advice on strategies to help students. Investigate digital sharing of plans so parents/carers can access info on their child electronically at home.	Ongoing	SENDCo All staff	Parents/carers, students have better overview.
Medium Term				
Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
To review student's records ensuring school's awareness of any disability.	Information collected about new students from primary schools in advance of on- rolling. Profiles and Learning Plans available to staff who teach them.	Ongoing	SENDCo All staff	Each teacher/staff member is aware of disabilities of students in their class and how they can support them.