

**ACCESSIBILITY PLAN 2014-18**

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**1. Legal background**

The Disability Discrimination Act (as amended by the Special Educational Needs & Disability Act 2001 and 2010) requires all schools and LEAs to plan to increase the accessibility of schools for disabled students. LEAs must prepare an accessibility strategy covering all maintained schools in their area, and each school must produce its own accessibility plan. Schools and LEAs are required to plan for:

1. **Improving access to the physical environment of schools**

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

**B. Increasing access for disabled students to the curriculum**

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. LEAs may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

**C. Improving the delivery of written information to disabled students**

This covers planning to make written information normally provided by the School to its students available to disabled students. Information should take account of students’ disabilities and parents’ preferred formats and should be made available within a reasonable timescale. LEAs may help schools by organising central support services to provide information in alternative formats. LEAs may also encourage schools to share information and expertise The LEA must consult with schools when preparing its accessibility strategy. LEAs and schools have a duty to review their strategies and plans, revise them if necessary, and to implement them. LEAs and schools should prioritise resources for implementing their strategies and plans.

**2. Definitions**

The Disability Discrimination Act describes a disability as “*a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities*” Impairments include sensory impairments – such as those affecting sight or hearing, and people who have had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well-recognized are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act. While many disabled students will have, or may be eligible for, statements of Special Educational Needs or Education, Health and Care Plans, not all disabled students have SEN. Equally, not all students with SEN will necessarily have a disability under this legislation.



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.

Lacon Childe School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the School. The following areas will form the basis of the Accessibility Plan with relevant actions to:

* Increase the extent to which they can participate in the curriculum and the wider life of the school access;
* Improving the delivery of information for pupils and their parents or carers;
* When capital investment occurs we will consider the inclusion in school life of pupils, parents, carers and staff.

It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

This Accessibility Statement should be read in conjunction with the following policies[[1]](#footnote-1), strategies and documents:

* Equal Opportunities – Equality Duty
* Health & Safety
* Special Needs
* Behaviour
* School Prospectus and Mission Statement
* School Journeys
* Accessibility Policy / Plan

The School will work in partnership with Shropshire local education authority in developing and implementing this plan and will adopt in principle the “LEA Strategy for Accessibility”.

The School plan will be monitored through the Premises Committee of the Governors.

1. Copies of policies are available upon request. [↑](#footnote-ref-1)