

**APPENDIX A**

**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:

**A. 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.





1. 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.

2. 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.

3. 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.

4. This Accessibility Statement should be read in conjunction with the following policies, strategies and documents:

* 1. • Equal Opportunities – Equality Duty
  2. • Health & Safety
  3. • Special Needs
  4. • Behaviour
  5. • School Improvement Plan
  6. • School Prospectus and Mission Statement

• School Journeys

• Accessibility Policy / Plan

5. As curriculum policies are reviewed, a section relating to access will be added where appropriate. The terms of reference for all governors committees will contain an item on “having regard to matters relating to Access”. The School Prospectus and the Governors’ Annual Report to Parents will make reference to this Accessibility Plan.

6. 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”.

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

**SEN Policy & Information Report APPENDIX B**

1. Lacon Childe is an inclusive provider of 11-16 education, passionate about enabling every student to achieve their very best with support tailored to individual needs. The school caters for students of all abilities unless this is incompatible with the efficient education of other students. The Code of Practice identifies the following classifications of SEN and provision will be made for students who are in one of these categories.

* Communication and Interaction (ASD)

Children and young people with an autism spectrum disorder have difficulty communicating with others.

* Communication and Interaction: Speech and Language

Children and young people with SLCN have difficulty communicating with others. This may be because

they have difficulty talking to others or understanding what is said to them.

* Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace

than their peers, even with appropriate differentiation.

* Social, Mental and Emotional Health

Children may experience a wide range of SMEH difficulties which may manifest themselves in many

ways.

* Sensory/Physical needs

Children and young people require special educational provision because they have a disability which

prevents them from making use of the educational facilities generally provided.

1. Identification of SEN.

Concern might be raised by: academic progress data review, staff observation, parental concern, previous placement data or extraordinary circumstances.

External advice and support may be sought at any time during this process.

A graduated approach to addressing SEN through an ‘Assess, Plan, Do, Review’ cycle includes the following steps:

* Clear assessment of the child’s needs and current strengths are a core part of the process
* Plans for interventions and support to address areas of needs linked to specific

targets, shared with the child and parents

* Planned interventions and support delivered by well qualified staff
* Regular review of progress shared with the child and parents
* A focus on developing independence in learning while still providing appropriate support to remove barriers
* Effective use of external advice and guidance in targeting intervention

Student and family are included and their input is sought and appreciated. All interventions will be rigorously evaluated as well as each individual’s progress within an intervention.





B. The school aims to identify SEN through initial screening, positive relationships with all stakeholders and regular reviews. The progress of students, with an identified SEN, will be closely monitored at each data capture, during and post each intervention.

C. As per the National Curriculum Inclusion statement, teachers set high expectations for every student whatever their prior attainment. At Lacon Childe, teachers use assessment data to set individual targets that are challenging and plan lessons to address potential areas of difficulty and remove barriers to achievement.

D. All students are entitled to access a full, broad and balanced curriculum where practicable and compatible with individual needs and the effective education of others. Courses with alternative accreditation and outcomes are used where appropriate, depending upon the needs of individuals.

E. Additional support may include the following:

* In class support
* Small group intervention
* Alternative curriculum
* Specialist external agency support

F. The school considers inclusive education to be socially, educationally and emotionally advantageous. Occasional withdrawal may be appropriate for some students.

G. Support for emotional, social and mental health may include the following:

* Alternative curriculum
* Counselling
* Small group intervention
* Sportsability programs
* External agency support

1. SENCo: Mr T Stiles, 01299 270312, [stiles.t@lacon-childe.org.uk](mailto:stiles.t@lacon-childe.org.uk)
2. Specialist support is secured from Shropshire LA and the Woodlands Centre. Training on SEN is an on-going part of the school’s CPD programme.
3. Most of the resources used by students with SEN are available within the classroom. Support and intervention is timetabled according to need and is outcome focussed with the majority of support managed by Heads of Faculty.
4. Parents and Carers are important partners and their knowledge, understanding and opinions are valued by the school. They are involved in the identification, assessment and decision making process in the school. Parents of students with an identified SEN will be invited in to school at least three times per year.
5. We encourage students to share concerns, discuss strategies and see themselves as equal partners in the school with a right to share their views on their education and support. We encourage them to identify and review their own targets.
6. Any complaints should be directed to the Head Teacher in the first instance.
7. Lacon Childe works with a variety of external agencies that provide support and additional opportunities for our students.
8. The pastoral team, of which the SENCo is part, will liaise with feeder primary schools to identify students and assess their needs. For some students an extended induction programme is organised to facilitate a smooth transition. Post 16 transitions for SEN students are supported by a Youth Support Personal Advisor from Year 9 onwards.The Shropshire Local Offer is available from the Shropshire website: [www.shropshire.gov.uk/local-offer](file:///\\LCS-FS01\AdminHome$\broad.s\Downloads\www.shropshire.gov.uk\local-offer)



**APPENDIX C**

**COMMUNITY USE – WHAT WE OFFER**

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Lacon Childe has a dual use sports and fitness centre, managed by Teme Leisure, which has a range of outdoor and indoor facilities that the public can use. Ring the Centre for more details or to make bookings: 01299 271317. The opening times of these facilities are as follows:

**CLEOBURY MORTIMER SPORTS & FITNESS CENTRE : 01299 271317**

**OUTDOOR FACILITY OPENING TIMES**

|  |  |  |  |
| --- | --- | --- | --- |
| **MINI SOCCER PITCHES**  **(Floodlit)** | **TENNIS COURTS**  **(Floodlit)** | **NETBALL**  **COURTS**  **(Floodlit)** | **CRICKET**  **NETS**  **(Light dep)** |
| **Monday**  **5.45pm – 9.45pm** | **Monday**  **5.45pm – 9.45pm** | **Monday**  **5.45pm – 9.45pm** | **Monday**  **5.45pm – 9.45pm** |
| **Tuesday**  **5.45pm – 9.45pm** | **Tuesday**  **5.45pm – 9.45pm** | **Tuesday**  **5.45pm – 9.45pm** | **Tuesday**  **5.45pm – 9.45pm** |
| **Wednesday**  **5.45pm – 9.45pm** | **Wednesday**  **5.45pm – 9.45pm** | **Wednesday**  **5.45pm – 9.45pm** | **Wednesday**  **5.45pm – 9.45pm** |
| **Thursday**  **5.45pm – 9.45pm** | **Thursday**  **5.45pm – 9.45pm** | **Thursday**  **5.45pm – 9.45pm** | **Thursday**  **5.45pm – 9.45pm** |
| **Friday**  **4.45pm – 9.45pm** | **Friday**  **4.45pm – 9.45pm** | **Friday**  **4.45pm – 9.45pm** | **Friday**  **4.45pm – 9.45pm** |
| **Saturday**  **9.00am – 1.00pm** | **Saturday**  **9.00am – 1.00pm** | **Saturday**  **9.00am – 1.00pm** | **Saturday**  **9.00am – 1.00pm** |
| **Sunday**  **9.00am – 1.00pm** | **Sunday**  **9.00am – 1.00pm** | **Sunday**  **9.00am – 1.00pm** | **Sunday**  **9.00am – 1.00pm** |



**INDOOR FACILITY OPENING TIMES**

|  |  |
| --- | --- |
| SPORTS HALL | **FITNESS SUITE** |
| Monday 5.00pm - 10.00pm | Monday 7.30am - 12.30am  4.30pm - 10.00pm |
| Tuesday 5.00pm - 10.00pm | Tuesday 4.30pm - 10.00pm |
| Wednesday 5.00pm - 10.00pm | Wednesday 7.30am - 10.00am  4.30pm - 10.00pm |
| Thursday 5.00pm - 10.00pm | Thursday 4.30pm - 10.00pm |
| 1Friday 5.00pm - 10.00pm | Friday 7.30am - 10.00am  4.30pm - 10.00pm  (Inductions available) 7.00pm - 9.00pm  (Cardio kids session) – 5.00 - 7.00pm |
| Saturday 9.00am - 1.00pm | Saturday 7.30am – 1.00pm  (Supervised session) 9.00am - 11.00am  (Cardio kids session) 11.00am - 1.00pm |
| Sunday 9.00am - 1.00pm | Sunday 7.30am - 1.00pm |

The following classes are now running:

Aerobics: Monday: 9.15 -10.00 **am**

Legs, Bums & Tums: Monday: 7.00 - 8.00 pm

Fitness Suite Circuits: Monday 8.00 - 9.00 pm – an induction is needed for this class

Pilates Tuesday: 9.00 - 10.00 **am**

Boxercise: Tuesday: 6.00 - 7.00 pm

Insanity: Tuesday: 7.00 - 8.00 pm

Hiit Wednesday: 7.30 – 8.00 **am**

Sports Hall Circuits: Wednesday: 6.00 - 7.00 pm

X-Biking: Thursday: 7.00 - 7.45 pm

20:20:20 Thursday: 6.00 - 7.00 pm

Pilates Thursday 9.00 - 10.00 **am**

Yogalates Friday: 6.00 - 7.00 pm

Boot Camp Saturday: 9.00 - 10.00 **am**

Please telephone the Sports Centre for further information and bookings: 01299 271317.

**P.T.A. INFORMATION 2017/18**

**APPENDIX D**

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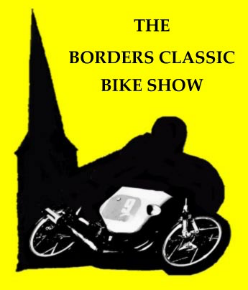
**OFFICERS – 2017/18**

**PRESIDENT** Mr D Reynolds 01299 270312

**CHAIR** Mrs S Brown 01299 271114

**SECRETARY** Mrs J Mayall 01299 271807

**TREASURER** Mr I Smith01299 271809

The PTA works hard to ensure that the fundraising for the school, teachers and pupils is kept at a maximum level. There is plenty to be spent on. An annual wish list from teaching staff is given to the PTA of items that fall outside the school’s budget. The main aim of the PTA is to bring this wish list to fruition.

This year £5,919.86 has been spent on a variety of items including: 60 bilingual French/English and German/English dictionaries, My Maths annual subscription, Examiners Workshop and books, study guides, text books for English, 30 rucksacks for the Duke of Edinburgh Scheme, rugby, netball and football match balls, electric oven, aprons, 18 dressmaking shears, 2 safety mattresses, 3-day catch-up literacy course, photography and Speech Day prizes.

The Borders Classic Bike Show is running again every September and we hope to raise even more funds with the Lacon Lottery, which runs from March to December each year.

***We are appealing for any new parents to come and join our friendly group. If you would like to get involved, we would love to hear from you. Please get in touch with Sue, Julie or Iain. New ideas are welcome and we are always grateful for more parents to help, so please come along.***

***For more information, please visit the PTA tab or the Lacon Childe website.***

**Thankyou**.