



FALL 2025 ACCESSIBILITY COMMITTEE REPORT SUMMARY: ACHIEVEMENTS & BARRIERS

At Langley Christian School, we believe every student is created in God's image and deserves to fully belong, learn, and thrive in our community. As part of this commitment, we established an Accessibility Committee in line with the Accessible B.C. Act.

The following information was collected from faculty and staff as well as from parents through parent focus groups in 2024-2025. It addresses key themes and trends as expressed by these two groups and reflects their collective thoughts, ideas and input.

Langley Christian School (LCS) is committed to fostering an inclusive, Christ-centered environment that reduces barriers for individuals with disabilities. Guided by inclusive principles, the school has made notable progress in accessibility and is setting growth goals across five key areas.

Each of these growth goals will be included in campus action plans in 2025-2026 and attempt to address the barriers reported by some staff and students.

1. ATTITUDINAL

ACHIEVEMENTS

- (a) Culture of compassion and willingness to adapt; many staff respond well to support students.
- (b) Collaborative relationships with families; parent expertise is valued.
- (c) Increasing teacher awareness and empathy, especially with experience.
- (d) Inclusion and student belonging are seen as priorities by staff.

ACCESSIBILITY PLAN GOAL 2025-2028

- **Langley Christian School will continue its work to develop an attitudinally-inclusive, faith-based culture for everyone, including those with disabilities and diverse abilities.**

2. COMMUNICATION & INFORMATION

ACHIEVEMENTS:

- (a) Strong, timely communication, especially at the elementary level.
- (b) Effective IEP understanding and continuity across transitions.
- (c) Responsive, two-way engagement that builds family trust.

ACCESSIBILITY PLAN GOAL 2025-2028

- Langley Christian School will enhance the accessibility of communication and information for everyone, including those with disabilities and diverse abilities.

3. SCHOOL POLICY & PRACTICE**ACHIEVEMENTS:**

- (a) Inclusive frameworks like UDL, life skills, and social skills programs are growing.
- (b) Cross-role collaboration supports student needs.
- (c) Structured transitions and family involvement are embedded.
- (d) Policy revision practices are responsive to community feedback

ACCESSIBILITY PLAN GOAL 2025-2028

- Langley Christian School will review and revise policies and practices as required to ensure they align with the principals of accessibility, and to reduce identified gaps in staff training on accessibility challenges.

4. LEARNING & TECHNOLOGY**ACHIEVEMENTS:**

- (a) Instruction is adapted with dignity (ie. flexible outputs, reduced writing).
- (b) Universal supports promote equity.
- (c) Collaboration with parents informs responsive strategies.
- (d) Supports for anxiety and executive functioning are embedded.

ACCESSIBILITY PLAN GOAL 2025-2028

- Langley Christian School will increase awareness and training in programming and assistive technology for students with disabilities and diverse abilities, including the use of AI (artificial intelligence) in appropriate ways.

5. PHYSICAL & ARCHITECTURAL**ACHIEVEMENTS:**

- (a) Environment adapts to needs; changes made in response to feedback.
- (b) Classrooms include OT-informed modifications.
- (c) Sensory spaces and calm areas support regulation.
- (d) Infrastructure is evolving and flexible.

ACCESSIBILITY PLAN GOAL 2025-2028

- **Langley Christian School will improve the accessibility of the physical and architectural environment for all students, including those with disabilities.**

CONCLUSION:

Langley Christian School demonstrates strong intent and meaningful progress in fostering accessibility, particularly through relationship-building and adaptive practices. To further advance inclusion, LCS is committed to targeted action to improve our school in empathy for diversity of student needs, communication, consistency, and infrastructure.

DEFINITIONS

Accessibility: The state of having programs, services and environments that allow all individuals to participate fully in society without encountering barriers.

Accessibility Planning Committee: An official group formed by one or more organizations in collaboration with people with disabilities or diverse abilities and/or advocates, to create an accessibility plan and feedback mechanism. See **Procedure 3018A: Accessibility Planning Committee Terms of Reference**

Accessibility Plan: A plan developed by an Accessibility Committee that identifies challenges and solutions for addressing accessibility barriers.

Barrier: Anything that prevents a person with a disability from fully participating in all aspects of society because of their disability. This includes architectural, attitudinal, information, communications, policy or practice, and technological barriers. Types of barriers:

- **Architectural Barrier:** A barrier resulting from building design, the area adjacent to the building, shape of rooms, the size of doorways, and so on.
- **Attitudinal Barrier:** A barrier that arises from the attitudes of staff, students and the school community, including discriminatory behaviours and a lack of disability awareness.
- **Communication Barrier:** A barrier that arises from difficulties receiving information in person, by telephone or online, interacting with teachers, peers, receptionists or other staff, and receiving training.
- **Information Barrier:** A barrier that arises from inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, websites, fax transmissions, equipment labels, computer screens, and so on.
- **Policy or Practice Barrier:** Rules, regulations and protocols that prevent a person from performing their job satisfactorily or participating in society. Policy, practice, and procedures that prevent a student from accessing the curriculum and fully participating in the school community.
- **Technological Barrier:** Barriers resulting from computers, photocopiers, fax machines, telephones and switches, including the lack of assistive technologies.
- **Impairment:** A physical, sensory, mental, intellectual, cognitive limitation, whether permanent, temporary or episodic.
- **Temporal Barrier:** Barriers that occur during a specific time, such as busy times of day or during special events.
- **Impairment:** A physical, sensory, mental, intellectual, cognitive limitation, whether permanent, temporary or episodic.
- **Disability:** The state of being unable to participate fully and equally in society as a result of the interaction between an impairment and a barrier. (For more information about disability and types of disability and support, refer to Appendix A: Disabilities.)