

SUAT Policy	SUAT Disability and Accessibility Plan					
LGCS Appendix	LGCS Disability and Accessibility Plan					
Approved by	CEO/LAC	Issue Date	Mar 2017	Review Date	Jul 2019	
Audience	Trustees	✓	Staff	✓	Pupils	
	Local Academy Council	✓	Parents	✓	General Public	

This appendix includes:

- amendments to the SUAT policy that have been approved by Trustees/ LAC
- specific practices and/ or procedures that are used in LGCS
- additional information relevant to LGCS

### **1A.The purpose and direction of the school's plan: vision and values**

At Littleton Green Community School, we aim to provide each child with 'equal' access to the curriculum and provide an 'Inclusive Education'. We aim to focus on removing barriers to learning, so that *all* children can freely enjoy an experience school life to the full.

The DFES has set out key principles regarding Inclusion;

- 1) Setting suitable learning challenges
- 2) Responding to pupils' diverse needs
- 3) Overcoming potential barriers to learning and assessment

Our Inclusion policy clearly states how we are achieving and developing our ethos of Inclusion.

At Littleton Green Community School we provide opportunities for *all* stakeholders (pupils, staff, parents, visitors and the wider community) so that they can all equally access the

- 1) Curriculum
- 2) Environment
- 3) Information

It is the responsibility of all staff to underpin the core principle of the Accessibility plan and implement it within their role at Littleton Green Community School. All staff are aware through a variety of training and updates about the plan and the role the school is developing to help meet the learning needs of disabled pupils, so that the barriers to their learning potential can be removed.

The school has set the following priorities for the development of the vision and values that inform the plan by:

- Informing all staff and stakeholders of updates related to Accessibility planning
- Increasing Disability awareness amongst pupils through their learning
- Increasing the school's role in the wider community, developing links with charities and organisations that support those with disabilities

### **1B: Information from pupil data and school audit**

Formerly Huntington Primary School, Littleton Green is currently set on the outskirts of Cannock Chase, located in the village of Huntington. Huntington is an ex-mining village and has felt the effects of Littleton Colliery closing in 1993. The area is defined as a socially deprived. Research suggests that higher levels of disability are present in areas of social deprivation and our audit at school support this finding. In addition, many of our pupils in nursery/school attain below national average levels for their age.

In 2009 the school relaunched on a new site. Huntington is currently undergoing re-generation with new housing, new village facilities and links with the school proposed as a 'community link'.

The new school has positively impacted on the schools ability to provide an environment that meets DDA guidelines as is being built in accordance with housing regulations, the Local Authority and the DDA guidelines. The Headteacher also has a high input into the schools' facilities and has influenced aspects ranging from the colour paint in the corridors to the ICT facilities.

### **Pupil Information:**

At Littleton Green our school community includes a range of pupils who have disabilities. These are supported through the provision of reasonable adjustments in order to ensure they achieve their potential. The school has evaluated systems in place to identify Special Educational needs and/or disabilities and all staff are made aware of who to see and how to reduce the impact of their SEN/Disability needs to provide an 'inclusive education'.

SUAT Policy	SUAT Disability and Accessibility Plan					
LGCS Appendix	LGCS Disability and Accessibility Plan					
Approved by	CEO/LAC	Issue Date	Mar 2017	Review Date	Jul 2019	
Audience	Trustees	✓	Staff	✓	Pupils	
	Local Academy Council	✓	Parents	✓	General Public	

The nature of the school in-take is changing, due to the re-generation of the area, as more people are moving into the village. We have already seen an increase in pupil numbers due to this.

The school is open to the possibilities that due to new legislation and inclusion, more children with SEN or physical disabilities are being placed in mainstream schooling. The SENCO has strong links with all the support services and is able to access these services to meet the needs of the pupils and to inform all staff of their responsibilities.

The definition of a Disability outlined by SENDA (2001) and accepted by the school is *'anyone with a disability being one who have a physical or mental impairment which has a substantial and long term (at least 12 months) adverse effect on his/her ability to carry out normal day to day activities.'*

Within the context of school, the Act uses a wide definition of disability and may include those with

- Physical or mobility impairments
- Visual or hearing impairments
- SpLD such as Dyslexia, Dyspraxia, Autism Spectrum Disorders
- Learning Difficulties, such as Down's, MLD, SLD,
- Mental or emotional health difficulties
- Speech and Language Difficulties e.g. Selective Mutism

The school is on a 2 floor site, with extensive grounds + provision for 2 form entry. There are interactive whiteboards in all classrooms.

At present pupils with a disability with support can access all facilities within the school, with help from an able-bodied person and the use of the lift. The facilities within the school can be easily adapted to meet the initial needs of a disabled person. In our present site, we have disabled toilets.

Off site activities have to be accessible for all pupils. It is the responsibility of the 'Educational Visits Co-ordinator' to plan and access all 'off-site (trips) activities' for each year group or pupils, so that *all pupils* can fully experience the activities. At Littleton Green, we actively encourage all pupils to take part in wider activities, especially those that they would not experience outside the educational setting.

The Curriculum is timetabled, so that all pupils have equal access to each subject. Pupils are encouraged to take part fully and make the most of themselves through a range of school initiatives; Peer and self-evaluation; school council and teacher led differentiation.

Learning and teaching is encouraged to cover all learning styles (VAK) and to be taught 'outside the box'. All teaching staff are encouraged to use a wide range of materials and different strategies to make teaching and learning fun and enjoyable. Staff training have focused on 'teaching skills' and all staff are aware of the schools standards and expectations from its teaching staff. All staff are aware of pupils needs and these are catered for in careful differentiation, resources and teaching style.

Pupils through the school council, pupil interviews and learning walks are supported to play an important role in creating a 'pupil led ethos', whereby their views are highly regarded and where possible their ideas are implemented.

Pupils' awareness of 'Bullying' is covered through PSHE and addressed by the School Council. The school pupils have a high regard for each other and encouraged to allow for each others' different needs. All pupils including those with SEN/disabilities have their achievements celebrated within school in many ways; whole school assemblies, 'Dojo' points and star badges, Star of the week awards, sporting certificates/trophies, Headteacher awards, peer praise and class teachers awards. Celebrating success is led by the whole school.

Pupils with SEN or those with disabilities are individually monitored by the class teacher and formally through data analysis by the Senior Leadership Team. Classroom observations and monitoring of weekly planning enables the SLT to see where differentiation is working, effective class teaching, areas for development and general classroom practice. Effective monitoring of the SEN and Disabled pupils ensures that the Every Child Matters agenda is implemented through the whole school.

SUAT Policy	SUAT Disability and Accessibility Plan					
LGCS Appendix	LGCS Disability and Accessibility Plan					
Approved by	CEO/LAC	Issue Date	Mar 2017	Review Date	Jul 2019	
Audience	Trustees	✓	Staff	✓	Pupils	
	Local Academy Council	✓	Parents	✓	General Public	

**The school building met the current building regulations in 2009 as well as DDA guidelines.**

**Physical Access:**

The school can be accessed by the automatic doors at the front of the building. The lift can be used to access upper floor. There are disabled toilets on both floors. All doors are accessible by wheelchairs.

**Lighting:**

The school is very bright and well lit. All rooms have adequate lighting and good natural light. Where needed, rooms have been fitted with blinds to enable optimal use of interactive whiteboards. Classrooms have automatic lighting system.

**Colour Contrast:**

The school is painted in a range of colours and the school displays are encouraged to be well presented, colourful, interactive and a mixture of symbols, text and pictures.

**Toilets, Changing and Washing Facilities:**

We currently have disabled toilets for staff + pupils. The washing facilities for the pupils and staff are located within the toilets. The school gym is all on one level with washing facilities. The dance studio is on the upper floor with disabled access via the lift.

**Playground and Common Areas:**

The playgrounds are easily accessible, all on one level, consisting of both grass and tarmac. The school does have signs around the grounds, but more could be done to enhance and provide information to all stakeholders.

**Furniture/Equipment:**

All furniture can be moved in each classroom, to improve access to classrooms. Provision may need to be made for pupils with certain disabilities and the school would have to seek advice on this, according to the pupils needs. All classrooms have access to a variety of equipment to use, and these are suited to particular year's groups and key stages. Equipment can be easily transferred from classroom to classroom and can be allocated to the pupil(s) if required.

**Associated Services:**

Where children are required to use external resources or services e.g. SpLD centres, external sporting events, the children are provided with transport facilities if needed. The school endeavours to provide a range of external support services via the SENCo/Headteacher to all stakeholders, by providing contact details or setting up meetings etc.

**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

At Littleton Green, we have many pupils who come into the school setting with communication or speech problems. All staff recognise and report any pupils who are experiencing problems accessing information.

The school has a good network of support through the SENCo and SENSS in accessing specialist support, whereby assessments can be carried out and a programme of support introduced. Staff are therefore trained to deliver any Speech and Language programmes using signs, symbols, simplified language and large print. All staff are fully aware pupils within their classes on the SEN register, their targets and the resource and provision they need to progress.

All staff are aware of the 3 main learning styles through which pupils learn and all staff vary and use resources to tap into these learning styles.

Staff have also been trained to use a variety of ICT programmes to improve readability of texts and accessing information.

The school makes its accessibility plan available in the following ways:

- All staff and SEN governor will be given a copy of the plan and action plan.
- All stakeholders will be made aware of the published plan via the parent information boards.

SUAT Policy	SUAT Disability and Accessibility Plan					
LGCS Appendix	LGCS Disability and Accessibility Plan					
Approved by	CEO/LAC	Issue Date	Mar 2017	Review Date	Jul 2019	
Audience	Trustees	✓	Staff	✓	Pupils	
	Local Academy Council	✓	Parents	✓	General Public	

- Hard copies – copies of the plan in text, will be available to take away. The copies will be formatted using colour and in dyslexic friendly font. The readability will also be checked.
- The plan can also be discussed via a meeting with the head teacher, SEN governor or SENCo.
- The plan can also be accessed via the school website.

## LGCS Disability Equality Scheme and Accessibility Action Plan 2017 - 2018

Appendix 1

### Aims

- To increase the involvement of those with disabilities in deciding action that impacts upon them.
- To increase access for those with a disability to the physical environment of the academy, the curriculum and ensure equality in regards to access to information
- To evaluate and report to parents on the success of the action plan in meeting its targets

### Our Action Plan

Improving the Curriculum Access at Littleton Green Community School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	To be completed by June 2017	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	To be completed by May 2017	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Staff to complete a questionnaire about the pupils in their class- April 2017 Monitoring of classrooms to ensure inclusive practice- June 2017	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	To be completed by May 2017- questionnaire information to be included.	Society will benefit by a more inclusive school and social environment

SUAT Policy	SUAT Disability and Accessibility Plan					
LGCS Appendix	LGCS Disability and Accessibility Plan					
Approved by	CEO/LAC	Issue Date	Mar 2017	Review Date	Jul 2019	
Audience	Trustees	✓	Staff	✓	Pupils	
	Local Academy Council	✓	Parents	✓	General Public	

### Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	To be completed by July 2018	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	To be completed by July 2018	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment/Hearing impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	To be completed by May 2017	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	To be completed by July 2018	School is more effective in meeting the needs of pupils.

SUAT Policy	SUAT Disability and Accessibility Plan					
LGCS Appendix	LGCS Disability and Accessibility Plan					
Approved by	CEO/LAC	Issue Date	Mar 2017	Review Date	Jul 2019	
Audience	Trustees	✓	Staff	✓	Pupils	
	Local Academy Council	✓	Parents	✓	General Public	

### Improving the Physical Access

Item	Activity	Timescale
Doors	Anti-glare film to be applied to the doors	September 2017
Anti slip mats	Anti-slip flooring/mats to be in place in every door	September 2017
Improve Reception facilities for access with a wheelchair	Ideally Install a counter that is lowered to a maximum height of 800mm, with knee-space under Move the bell to a maximum height of 800mm to allow contact with the office. Provide a lap tray to lean on for signing documents.	September 2017
Communication system for collection from After-school club	Bell or other communication system to be placed at a maximum height of 800 mm to contact staff when collecting from After-School club.	September 2017
Interactive White board back ground	Staff to ensure Dyslexia friendly backgrounds to be used, ideally cream, but anything other than black on white.	September 2017
Medical room	A place to lie when feeling ill is needed in the medical room e.g. if a child suffers from a fit and needs a place to recover.	December 2017

Policy written by Mrs H Edmonds (SENDco) and Mrs S Dodd (SEND and Safeguarding Link Governor) July 2016  
 Reviewed by Mrs H Edmonds February 2017  
 Approved by LAC March 2017