

SUAT Policy	SUAT Disability and Accessibility Plan					
LGCS Appendix	LGCS Disability and Accessibility Plan					
Approved by	CEO/LAC	Issue Date	Oct 2023	Review Date	July 2025	
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 and experience school life to the full.

The DFE 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 school's 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 Principal also has a high input into the schools' facilities and has influenced aspects ranging from the colour of 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'.

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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 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 Condition
- 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 and 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 lead teacher for the visit to plan and access all 'off-site (trips) activities' for those with additional needs, 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; restorative practice, guardian groups 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 knowledge and skills and all staff are aware of the school's 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 guardian groups, restorative practice, 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 RSHE, guardian groups and addressed by the Green Guardians (our restorative practice ambassadors). The school pupils have a high regard for each other and encouraged to allow for others different needs. All pupils including those with SEN/disabilities have their achievements celebrated within school in many ways; whole school assemblies, 'Dojo' points, Star of the week awards, sporting certificates/trophies, Principal awards, peer praise and class teacher's 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 enables the SLT to see where differentiation is

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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.

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 systems.

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 and pupils. The washing facilities for the pupils and staff are located within the toilets. The school hall is all on one level and 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.

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 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. 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/Principal 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 of 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.

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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.
- 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 principal, SEN governor or SENCo.
- The plan can also be accessed via the school website.

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Appendix 1

LGCS Disability Equality Scheme and Accessibility Action Plan

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 Reviewed by Mrs Zoe Russell Oct 2023

Improving the Curriculum Access at Littleton Green Community School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum for those with a disability.	Undertake an audit of staff training requirements. From the audit organise relevant training to meet the needs identified.	Teachers are able to meet the children's needs with regards to accessing the curriculum.	Ongoing	Increase in access to the National Curriculum
Ensure children with autism are given the support they need to access the curriculum as fully as possible.	Organise training and support for staff from the Autism Inclusion Team. Autism Inclusion Team engagement and support for those with a diagnosis.	Teachers are able to fully meet the needs and requirements of children with autism and their ability to access the curriculum.	Training completed Oct 22. Work with Autism Inclusion Team to support pupils ongoing.	Increase in access to the National Curriculum. Increase awareness and confidence in staff.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Ensure parents are able to access information in all parent/teacher meetings.	Ask parents with identified disability about preferred methods of communication (e.g. telephone call, face to face, written message.) Staff to ensure methods of communication with parents is accessible to them.	Parents are able to access parent meetings and communication between parents and staff is successful.	Ongoing with transition each year.	School is more effective in communicating with the parents. .

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Improving the Physical Access

Target	Strategy	Outcome	Timeframe	Achievement
To ensure all disabled people can evacuate the building in the event of a fire.	Discussions with staff regarding children who may need support when evacuating the building. Training in the evacuation chair situated at the top of the stairs for all staff.	Evacuation in the event of a fire to be successful and children with a disability will be safe.	Ongoing with new staff or pupil arrival.	Increase awareness of children with a disability who will need support during an evacuation.

Policy written by Mrs Zoe Russell (EY SENDCo)