

Littleover Community School



and Sixth Form Centre

Disability Policy and Accessibility Plan

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DISABILITY POLICY AND ACCESSIBILITY PLAN

INTRODUCTION

Littleover Community School is a fully inclusive school which aims to give every student the opportunity to access a full and broad curriculum and feel valued and included within the school community. We aim to make reasonable adjustments possible to support full access for students, staff and visitors. We are committed to actively promoting equal opportunities for all.

AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The School and Governing Body carefully consider and analyse the impact of the policy on equality and the possible implications for students and/or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

REQUIREMENTS OF ACCESSIBILITY PLAN

The SEN and Disability Act (2001) extended the Disability Discrimination Act (DDA) (1995) to cover education. Since September 2002, the Governing Bodies of Schools and Academies have had three key duties towards disabled students under Part 4 of the DDA.

- (i) Not to treat disabled students less favourably for a reason related to their Disability.
- (ii) To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- (iii) To plan to increase access to education for disabled students.

This duty requires schools to produce an Accessibility Plan, published and evaluated annually, which identifies the action the school intends to take over a three-year period to increase access for those with a disability in three key areas. The key areas are:

- (i) Increasing the extent to which disabled students are able to participate in the school curriculum
- (ii) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- (iii) Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

In addition, the Equality Act 2010 requires all schools to:

- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of those with a disability
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled individuals
- Take steps to take account of disabilities even if this involves treating disabled person more favourably

DEFINITION OF A DISABILITY

A person has a disability under the Disability Discrimination Act 1995 if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on student's everyday lives.

ADMISSIONS PROCEDURE

As a Local Authority school, LCS is bound by Derby City Council admissions procedures.

The admissions procedures for new intake students in Year 7 each September are as laid down by the Local Authority as follows:

Priority for admission will be given to those children who meet the criteria set out below, in order:

- 1. A 'Looked After Child' or a child who was previously Looked After but immediately after being Looked After became subject to an adoption, child arrangements, or special guardianship order. A Looked After Child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act (1989).*
- 2. Children who appear to Derby City Council to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.*
- 3. Children who are both living in the catchment area served by the school and have brothers or sisters of compulsory school age still attending the school at the time of their admission.*
- 4. Other children living in the catchment area at the time of admission.*
- 5. Children who do not live in the catchment area served by the school but who have brothers or sisters of compulsory school age still attending the school at the time of their admission.*
- 6. In the case of voluntary controlled church schools, children whose parents request a place on religious grounds as stated on their application form.*
- 7. Other children whose parents have requested a place.*
- 8. Children whose parents did not request a place by the closing date.*

If the school is oversubscribed, after the admission of pupils an Education Health and Care Plan (EHCP) where the school is named in the EHCP, priority for admission will be given to those children who meet the criteria set out above.

All school admission applications for a school within Derby City made outside the normal admission round must be applied for using the relevant common application form or by completing the e-form available at <https://secure.derby.gov.uk/forms/?formid=346> .

FAIR ACCESS

Local Authorities are required to have 'Fair Access Protocols' in order to make sure those unplaced children who live in the Local Authority, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. This includes admitting children above the published admission number to schools that are already full.

REASONABLE ADJUSTMENTS

The school's duty to make reasonable adjustments is summarised in the Equality Act 2010 as:

- Where something a school does places a disabled student at a disadvantage compared to other students then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.

Littleover Community School is committed to making reasonable adjustments for students with physical disabilities and additional learning needs. These are explained in further detail below.

INFORMATION ON STUDENTS' NEEDS

- Whole staff training is provided to share information on individual students
- Where appropriate, specific advice is provided from external professionals and services such as STEPS, the Educational Psychologist, Children's Services and the Virtual School
- Feedback from curriculum reviews or student tracking activities provide specific support on improving accessibility where appropriate.
- Details of reasonable adjustments to be made by teachers and support staff are provided on the school network and Go4Schools.
- Individual students are reviewed at Learning Support Meetings and any relevant actions for modifying reasonable adjustments are made.
- SEND Targets and One Page Profiles are on Go4Schools and can be viewed by students, parents and staff.
- If a student qualifies for Access Arrangements these are recorded on Go4Schools.



ACCESSIBILITY AND REASONABLE ADJUSTMENTS FOR STUDENTS WITH PHYSICAL DISABILITIES

- During transition procedures, we request information from previous schools about any physical disabilities.
- The SENDCo reviews all information and arranges a meeting with the student and family before the point of transition.
- Where the student also has an Education, Health and Care plan (EHCP), SENDCo attends the relevant review.
- Where appropriate, students have access to physical aids such as adapted equipment and tools in Technology or Art.
- Where appropriate, students have access to ICT to support with visual impairments.
- During the first two weeks of transition, a Teaching Assistant tracks and monitor how well students are accessing the physical environment and report back to the Assistant Head/SENDCo.
- S and G Block have full lift and ramp access and there are handrails and ramps in other areas around school.
- Where appropriate, students are permitted to leave lessons 5 minutes earlier than other students with a peer to allow for ease of access across the site.
- All school visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout.
- Transport arrangements are made with the family or local authority where appropriate.

ACCESSIBILITY AND REASONABLE ADJUSTMENTS IN EXAMS FOR STUDENTS WITH ADDITIONAL LEARNING NEEDS

- The SENDCo leads the development and management of the provision for students with learning disabilities
- The school promotes Dyslexic friendly approaches as an effective way of providing Quality First Teaching for all students
- Support and advice on effective adaptation strategies are provided through information on the school network, through feedback from observations and learning walks and as part of whole staff training, ECT training and new staff training.
- In Year 9, through consultation with the student and their family, students embark on an option package that suits their needs in readiness for Key Stage 4.
- All students on the SEND register have a One-Page Profile with Strategies and Targets which are on Go4Schools. These are reviewed three times a year as part of our Graduated Response.
- The Specialist Assessor tests students with a significant history of need for access arrangements eligibility at the end of year 9.
- Access Arrangements are applied for through JCQ. These arrangements reflect the students' normal way of working in school. A history of need is documented and the relevant forms required by JCQ are completed to support this.
- Students with these arrangements sit their exams in a separate area, supported by staff trained to deliver the concessions.

ACCESS FOR PARENTS, STAFF AND VISITORS

There is a ramp to the main reception area of school and disabled parking close by. Arrangements are made for parents and visitors with disabilities to have access to staff in fully accessible rooms and with additional support if required.

Large print format materials can be made available if necessary. If parents have difficulty accessing information normally provided in writing by the School as worksheets, homework or newsletters then the school will be happy to consider alternative forms of provision.

Provision will be made for a sign interpreter to be present for in school events including, but not limited to, Year 6 Open Evening, Year 9 Options Evening and Year 7 Induction Evening.

ACCESSIBILITY PLAN 2026-2028 : PREMISES

Targets	How	When	Who	Success Criteria
To be aware of the access needs of all students/children, staff, governors and parents/carers. Ensure all staff & governors and other volunteers / visitors to the School are aware of access issues.	To gather information at transition from KS2 on the needs of students. Create individual access plans where required. Parents/governors to continue to liaise with school about access needs for school visits. Lift key to be available at Parents' evenings.	Annually As required	SENDCo Inclusion Manager Reception Staff HOYs SLT Site Manager	Individual needs are shared so that all needs are met.
Ensure all areas of site are accessible throughout the year as far as is practically possible	Regular site walks with accessibility issues a priority Seasonal site maintenance practices	Regular checks made	Site staff Site Manager	Site accessibility maintained throughout the year including provision for access during building/renovation work.
Ensure all disabled or impaired people can be safely evacuated	Continue to produce and develop further individual evacuation plans for students	As required	Medical Officer Site Manager TAs	All students and staff working with them are safe Fire/emergency evacuation drills demonstrate adequate provision – reviewed by SLT termly

Targets	How	When	Who	Success Criteria
			Teaching Staff SENDCo	
Ensure that all staff adhere to fire safety training for students and staff. Equipment checks are regular and defect equipment is replaced. Ensure all visitors adhere to the fire evacuation procedure.	Ensure staff are fully trained and aware of their duties. Clear information detailed on the visitor leaflet issued upon signing in.	Regular checks throughout the year	Site Staff SLT Site Manager All staff	All personnel and students have safe exits from the School Fire/emergency evacuation drills demonstrate adequate provision - reviewed by SLT termly
Ensure that the buildings remain fully accessible and compliant in line with the Equality Act	Ensure that any building or maintenance works are fully compliant with the Equality Act in relation to access.	As work is undertaken	Site Staff Site Manager DCC	That buildings are fully accessible and by all staff, students, parents/carers and visitors.

ACCESSIBILITY PLAN 2026-2028 : ACCESS TO INFORMATION

Targets	How	When	Who	Success Criteria
Website is compliant with statutory regulations	Annual audit carried out	Annual check made	SLT Network Manager	Compliant website
To provide alternative formats for conveying information	Using a variety of formats for communication, including website, text, email, and student -post. Ensure all parents/carers are aware that the School can provide communication in large text, via telephone/meetings to meet needs.	Ongoing	SLT Admin Staff Network Manager All staff publishing information to the school community.	Parents and Carers are aware of what formats are available and can access these
Ensure that SEND reviews are accessible to all parents and carers	Provide a choice of formats for students and parents/carers and respond to their views on reviews.	Ongoing	SENDCo	Parents are aware of the different ways that they can respond to reviews.

ACCESSIBILITY PLAN 2026-2028 : CURRICULUM

Targets	How	When	Who	Success Criteria
Curriculum adjustments to ensure fair access for all.	Consider the needs of all students when planning lessons and adjust resources accordingly such as text size, paper colour, writing equipment, classroom position, and differentiation as appropriate. Ensure all staff know how to access on G4S the academic, pastoral, SEND data and exam concessions of students whom they teach to ensure they can plan and deliver to meet their needs.	As required in response to student need	All staff	All students access fully the curriculum provided. Structured conversations as appropriate with parents/carers. Students meet their targets and make significantly positive progress.

Targets	How	When	Who	Success Criteria
Ensure that teaching and learning methods and environment support children with hearing impairment	Adjustments as appropriate to the child's specific needs which may include: quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops, microphones.	As required	SENDCo Hearing Impaired Support Teacher TAs All staff	All staff Students meet their targets and make significantly positive progress. Progress confirmed by observations and formal assessment. Students feel safe in school.
Ensure that teaching and learning methods and environment support children with visual impairment	Adjustments as appropriate to the child's specific needs which may include: Child faces the board, glasses worn, modified print, ICT facilities, laptops, classroom lighting and low vision aids.	As required	SENDCo Visually Impairment Support Teacher TAs All staff Medical Officer	Students meet their targets and make progress. Progress confirmed by observations and formal assessment. Students feel safe in school.

Targets	How	When	Who	Success Criteria
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Risk assessment which may include: support in classroom environment including arriving/leaving early, corridors and pathways unobstructed and clear of hazards. Doorways wide enough for wheelchair use, ramps as required. Access to lifts or lessons timetabled to ground floor to ensure access. Early exit from classes. Direct access to Canteen and serveries at lunchtime. TA support at lunchtime in K Block. Medical input/physiotherapy as set out in EHCP or personal care plan.	Support as required Regular review of Statement/EHCP or personal care plan.	SENCO TAs All staff	Students meet their targets and make progress. Progress confirmed by observations and formal assessment Children are able to access all activities so far as is practically possible.

Targets	How	When	Who	Success Criteria
Ensure that teaching and learning methods and environment support children with emotional and behavioural difficulties	Consistent expectations. Implementation of the Behaviour Policy. Effective teaching and learning. Use, analysis and intervention based on G4S. ADHD/ASD strategies employed 1:1 Interventions – the Cloud	As required Ongoing	TAs SENDCo All staff Behaviour Support SLT ASD Champions	Students meet their targets and make progress. Progress confirmed by observations and formal assessment Children are able to access all activities so far as is practically possible
Ensure that teaching and learning methods and environment support children with diagnosed medical conditions	Effective implementation of the Supporting Students with Medical Conditions Policy. Accessibility of medication and named trained staff. Awareness of staff when planning activities. Care Plans produced for visits	Support as required	Medical Officer Trained Staff Visit Organiser	Students meet their targets and make progress. Students feel safe and happy in school. Progress confirmed by observations and formal assessment.

Targets	How	When	Who	Success Criteria
Necessary provision is in place to allow all students to access extracurricular opportunities	Preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the area etc.	As required	All staff	All students access fully the curriculum provided
To improve literacy and numeracy levels of students achieving below age expectations Identify students who require additional support	Identify students who require additional support through SATs and CATs data. Use graduated response system Interventions implemented Phonics Maths Intervention	Ongoing	All staff SENDCo HLTAs CC Maths CC English Literacy Coordinator Numeracy Coordinator	Progress monitored through the assessment recording and reporting calendar and reports
Ensure that all students can access public examinations and statutory assessments	Access arrangements in place for all students who require them and are eligible for support,	For all assessment periods	SENDCo Access Arrangements Officer Exams Officer	All students can fully access all exams and statutory assessments

