

Litton Church of England Primary School



Accessibility Plan

Date Reviewed: February 2026
Date Approved:
Approved by:
Version: 3

Signed:

Handwritten signature of C. Hicks in blue ink on a light blue background.

Mrs Caroline Hicks
Headteacher

Handwritten signature of Emily Noble in black ink.

Mrs Emily Noble
Chair of Governors

Review date	By whom	Summary of changes made	Date implemented
17.3.2020	B Hanley	Update of information	
17.09.2023	C.Hicks	Reviewed and updated	23.10.2023
22.10.2024	C.Hicks	Reviewed and updated	22.10.2024
22.02.2026	C.Hicks	Reviewed and updated to include information about our Forest School Nursery provision.	22.02.2026

LITTON C E (A) PRIMARY SCHOOL

ACCESSIBILITY PLAN

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. STARTING POINTS

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

Litton C E (A) Primary School is an inclusive school. There is equality of opportunity for all pupils to follow a full national curriculum timetable and to take part in extra-curricular activities and the full life of the school. We aim to meet the individual needs of all pupils at the school effectively so that they benefit as fully as possible from the education they receive and attain their potential.

We recognise the individual needs of all students and endeavour to maximise the potential of all students: every teacher shares these responsibilities. As many barriers to learning as possible for all pupils are tackled. Where pupils have additional needs staff have undertaken specialist training e.g. Dyslexia, Dyspraxia, ASD, and/or specialist advice has been taken.

Specialist learning resources are bought and environmental changes undertaken where appropriate providing separate place to work for pupil with ASD. The impact of this work is to provide the correct environment for all our pupils to thrive and progress.

The school, with its supportive, integrated environment and in partnership with parents and governors, aims to maximise the self-esteem of all its students. This, in turn, helps pupils to realise their potential.

We have a clear behaviour policy that all staff and governors were consulted on and participated in developing. A system of rewards, and certificates is in place. The behaviour policy is well understood and boundaries are clear. Our school rules are clearly displayed around school and each week, our collective worship reflects the importance of the Christian values. These values link to British Values and Protected Characteristics. A celebration assembly is held at the end of each week to reward and celebrate good work and good behaviour throughout the school. Parents are kept informed of pupil behaviour.

1B: Information from pupil data and school audit

The school has 42 pupils on roll with 6 children in our Forest School Nursery. There are seven-year groups based on an admission (PAN) number of 8. Pupils come from the immediate village of Litton and the surrounding area but also in some cases from further afield when parents have specifically wanted a small village school for their child. We run a toddler group which are held on a weekly basis in the school hall.

We currently have two pupils with Education Health Care Plans. We have thirteen children on the SEND register in total. The school is predominantly white in terms of ethnicity.

Attendance for 2024-2025 indicated an unauthorised absence rate of 0.54% Our yearly attendance percentage was 97.11% No exclusions or permanent exclusions occurred. There are 8 pupils who are eligible for and claim free school meals.

The SENCO has responsibility for maintaining and updating the Special Needs Register. A SEND meeting is held in conjunction with the School Ed Psychologist each year to discuss pupils on the register. Pupils with an identified Special Education Need follow an individual plan (Support Plan) which is written in partnership with the pupil's parents.

Assessment Procedures. Access to internal and external assessment is available to all pupils. Anyone with additional needs can, dependent on individual needs, use a laptop, have an amanuensis, a reader, a transcription, extra time, rest breaks, work in a separate room etc. Appropriate liaison for this with DFE for Year 6 SATS takes place each year.

Medication. Medication in the form of inhalers is required to be taken by a number of pupils and a medical list is available in a secure location in the classrooms. Medicines are kept securely. The medication is kept in a childproof cupboard in the Junior classroom or in the medicine cupboard in the staffroom. Temporary medication may be administered under strict protocol (please see our administering medicines policy). Pupils who have specific medical needs are made known to all members of staff. All staff are first aid trained.

Bullying. We aim to provide a safe and secure environment for all pupils in the school. We treat bullying as a serious matter and have a clear anti-bullying policy which was written in consultation with pupils and a working party containing staff, parents and other community members.

Child Protection/Safeguarding. Child protection arrangements are in place and regularly reviewed by Governors and staff. School procedures are regularly updated and reviewed. The Head teacher is the designated member of staff for child protection. The safeguarding team is Mrs Hicks and Mrs Bullock.

Pastoral Care. We are a small school with a high adult : child ratio. All staff know pupils very well and our parent and pupil questionnaires speak highly of our inclusive ethos and level of pastoral care.

Health and Safety. The school has regular health and safety checks by staff and governor representatives and a governor committee meets regularly to monitor the situation. All staff are aware of the need to report issues of health and safety immediately to the office.

The school is equipped with disabled toilets but disabled access into school is only possible by the rear and even this is difficult. We do not have ramps. The KS2 classroom is on the upper storey of the school accessed only by stairs. The school woodland has a portable toilet for only the Nursery children to use.

Teaching and Learning

This part of the duty has the greatest implications and will constitute the main body of the plan. The plan aims to further develop a broad and inclusive view of the curriculum, extending beyond the classroom to all areas of the school life. It will emphasise development at all levels of the school organisation, planning and provision:

- Teaching and learning
- Clubs and after school activities

- Leisure, sport and cultural activities
- Visits and journeys
- Residential

As part of the whole school professional development, lessons and staff are observed and supported by the head teacher to ensure all pupils have full access to the full curriculum. Advice from the Early Help, Compass / Changing Lives, Educational Psychologist, Speech and Language, Derbyshire Inclusion Team and occupational therapist has also been sought when required.

The Leadership Team ensure all staff within the school have Inset and guidance on new policies, government initiatives, pupil needs etc.

1C: Views of those consulted during the development of the plan

Our annual pupil and parent questionnaires gathers information about standards, ethos and provision for all pupils at school. Parents and pupils are asked to comment about any aspects of school life that could be improved to better serve their children. Pupils are regularly consulted through discussions in assemblies during school council meetings and PHSE lessons.

2: The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The school improvement plan (SIP) sets out priorities for improving the school curriculum to give a wide range of choices for pupils for improving the quality of teaching and learning with particular focus on the implementation of the revised Literacy and Numeracy curriculum and for improving the children's capacity to work together to resolve conflict. Therefore a number of targets in the accessibility plan link directly to the SIP.

The school works hard to ensure that pupils with SEN participate fully in all aspects of school life. Pupils with SEND attend all trips and residential and reasonable adjustments are made to any clubs or after school activities as appropriate. Risk assessments are carried out and additional staff plus resources are provided if needed. Reasonable adjustments will be made according to the need of the individual child.

Target	Action	Lead responsibility and Key personnel	Resources and costing	Performance Indicators /Exit criteria	Monitor and review	Evaluation
Short term	Moving furniture	Class teacher	None	Different configuration of furniture	HT / SENCO	H/T
Medium term	Changes/ Adaptations to the curriculum	Class teacher /HT	None	Track progress	HT / SENCO	All staff
Long term	Training eg ASD Dyslexia	Relevant staff	Supply costs for Class teachers and TAs	Track progress of pupils using other forms of communication to support learning	HT/ SENCO	H/T

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Action	Lead responsibility and Key personnel	Resources and costing	Performance Indicators /Exit criteria
Short term	Blinds to reduce glare.	headteacher	Resources from DCC re-visually impaired pupil	Log slips, trips in class through Accident report book Feedback from pupils, Parents.
Medium term	Ramps front and of school.	H/T & Resources committee	Devolved Capital Spending	Disabled visitors have ease of access to school.
Long term	Lift to upstairs	H/T & Resources committee	Devolved Capital Spending	Disabled pupils and Gov of future have full access to school

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Information for pupils with additional needs and information access for parents is delivered in various formats

Depending on the need of the pupils and parents. Eg:

- Simplified or modified language or diagrams
- Orally
- Differentiation of work
- In various formats – worksheets, notices etc.

- Alternative coloured paper
- On the school website
- Using iPads
- Assisted Technology
- By Email

Identifying the appropriate format depends on the pupil's needs, subject level and content. Class teachers work with Teaching Assistants and external agencies to help determine the most appropriate format that should be used.

Target	Action	Lead responsibility and Key personnel	Resources and costing	Performance Evaluation Indicators /Exit criteria	Monitor and review
Short term	Use of home/school system for pupils with communication diff. Targets Support plans.	SENCO AND TA's	Time for T/A & Senco to prepare system. Half day supply.	Track pupil progress to monitor impact of increased comm. between school and home.	SENCO H/T
Medium term	Homework in alternative formats.	H/T AND SENCO	Staff meeting. Purchase of resources. Possible use of learning platform.	Log quality and Returns of home Work with different systems. SENCO/H/T.	
Long term	School docs eg Prospectus available in large print.	H/T	Time to consult with outside agencies re font, size and paper colour.	Communication more widely Accessible.	H/T

3. Making it happen

3A Management, Co-ordination and Implementation

The Governors, Head teacher and staff are aware of and have input into, the school's accessibility plan. The plan will be revised on a regular basis, considering the needs of those pupils attending (or due to attend) the school. This is to be carried out by the Head teacher, with input from the governors, staff, pupils and parents.

The evidence used to aid the plan will be looking at:

- SEN type of need for pupils on roll.
- Effectiveness of the support for pupils
- Data on pupils with disabilities/on SEN register
- Type of differentiation for pupils
- EHCP review
- TAF meetings (Team Around the Family)

- External agency reports and input
- Government and LA policies and initiatives
- Feedback from parents' evenings and questionnaires

The Governors and staff of the school are fully aware of and kept updated on SEN legislation; DDA, which link to the Health and Safety Policy, Asset Management Policy, School Improvement Plan.

The school has close contact with many external agencies:

- Derbyshire Inclusion Team which now consists of Autism Outreach, Behaviour Support and SSEN.
- Educational Psychology Service
- Early Help
- School Nurse
- NHS
- Compass /Changing Lives

3B: Getting hold of the School's plan

The plan is available on the school website or in hard copy on request from the school office. If you require this information in an alternative format, please let us know so that we can arrange for this.