



Little London Academy Accessibility Plan

Designated Person: Principal
Reviewed by: Policy Committee
Date: September 2024
Version: 1.1

1. PRINCIPLES

- 1.1. We are committed to the inclusion of all pupils. Every individual is valued and their achievements celebrated.
- 1.2. We support the entitlement of all pupils to a broad and balanced curriculum.
- 1.3. Each pupil is helped to achieve their maximum potential by identifying and meeting their needs and by overcoming potential barriers to learning.
- 1.4. This plan sets out the proposals of how Little London Academy will seek to increase access to education for pupils with special educational needs and disabilities in the three areas required by the planning duties in the Equality Act 2010:
 - increasing the extent to which these pupils can participate in the Trust establishment curriculum
 - improving the environment of the Trust establishment to increase the extent to which these pupils can take advantage of education and associated services
 - improving the delivery to these pupils of information, which is provided in writing for pupils who are not disabled

2. LEGISLATION

- 2.1. This Policy takes account of:
 - Special Educational Needs Code of Practice 2015
 - Children's and Families Act 2014
 - The Special Educational Needs and Disability Act (SENDA) 2001
 - Education Act 2002, Education Act 2011
 - Education (Special Educational Needs Co-ordinators) (England) Regulations 2014

- The Equality Act 2010
 - Keeping Children Safe in Education (updated annually)
- 2.2. The Special Education Needs (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:
- a) not to treat pupils with Special Educational Needs and Disabilities (SEND) less favourably for a reason related to their disability
 - b) to make reasonable adjustments for SEND pupils, so that they are not at a substantial disadvantage
 - c) to plan to increase access to education for SEND pupils

3. ASSOCIATED POLICIES

3.1. This Policy should be read in conjunction with the following Trust Policies:

- SEND
- Trust establishment Admissions Policy
- Complaints
- Educational Visits
- Equality Policy (Pupils)
- Examinations Procedures
- First Aid
- Health and Safety

- Managing and Administering Prescribed Medications
- Intimate Care
- Positive Discipline
- PSHCEE
- SMSC
- Teaching and Learning
- Supporting Pupils with Medical needs
- Premises Management Policy
- Positive Discipline Policy
- SEND Information Report

4. POLICY DEFINITIONS

- 4.1. Pupils have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 4.2. Pupils have a learning difficulty if they:
- have a significantly greater difficulty in learning than the majority of pupils of the same age
 - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for other pupils of the same age in schools within the area of the local education authority
 - are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

- 4.3. Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
- 4.4. Special educational provision means:
 - 4.4.1. For pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the Local Authority, other than special schools, in the area.
 - 4.4.2. For children under two, educational provision of any kind (See Section 312, Education Act 1996).
 - 4.4.3. A person has a disability for the purposes of the Act if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (See Chapter 1, Section 6, The Equality Act 2010).

5. LITTLE LONDON ACADEMY CONTEXT

- 5.1. Little London Academy is an academy with 370 pupils delivering comprehensive education. It is located at Meanwood Road, Leeds, LS7 1SR.
- 5.2. Accessibility by public or private transport is by foot, car, taxi or bus.

6. ACCESS TO THE CURRICULUM

- 6.1. Little London Academy will seek to increase the extent to which pupils can access the curriculum by:

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- 6.1.1. Providing a thorough pupil induction process, linking closely with feeder schools and external services to support and accommodate the needs of pupils.
- 6.1.2. Ensure all staff adhere to TGAT policies regarding personalisation within the classroom and the continued review of Individual Learning Plans (insert name of plan e.g. pupil passport or similar).
- 6.1.3. Ensuring all pupils with SEND are appropriately accommodated during the completion of examination and assessments, for example, the provision of additional time, the provision of a scribe or a laptop etc.
- 6.1.4. Ensure enrichment/extra-curricular activities are as inclusive as possible and plans for educational visits take into account individual pupil needs.
- 6.2. In order to make continuous improvements for pupils, Little London Academy will:
 - 6.2.1. Monitor and review those areas of the curriculum which are normally difficult for SEND pupils to access and make all required reasonable adjustments, for example, issuing a lift key or re-rooming classes etc.
 - 6.2.2. Scrutinise SEND data, at a minimum after every assessment point and share findings at Senior Leadership Team level, followed by implementation of intervention strategies (where appropriate).
 - 6.2.3. Further investigate avenues for supporting pupils with SEND external to the Trust establishment.
 - 6.2.4. Provide a suitable transition process to provisions outside of Little London Academy for example, secondary school, alternative provision or other specialist SEND provision.
 - 6.2.5. Use Local Governing Body meetings to consider the progress and performance, finance and provision for pupils with SEND.

7. ACCESS TO PASTORAL SUPPORT

- 7.1. Little London Academy will provide a bespoke pastoral structure for all pupils.

- 7.2. The Vice Principal will be the Senior Lead for the Pastoral strand within the Trust establishment.
- 7.3. Pupils may work with a Teaching assistant (TA) as necessary to provide 1-2-1 support and challenge both in relation to their personal and academic life.
- 7.4. Little London Academy will ensure that pupils with an Education Health and Care Plan (EHCP) receive the provision to which they are entitled and that all staff are aware of those pupils' needs.
- 7.5. In order to make continuous improvements for pupils Little London Academy will:
 - 7.5.1. Ensure all staff receive appropriate training and development to meet the needs of the pupils with whom they work, appropriate to their individual roles and responsibilities.
 - 7.5.2. Provide reviews of performance data with specific reference to the performance outcomes of SEND pupils.
 - 7.5.3. Ensure there are timely reviews of individual pupil risk assessments and any issues are appropriately investigated in a timely manner.

8. SITE ACCESSIBILITY

- 8.1. Little London Academy has in place full disabled access to all its facilities and will ensure that such access is maintained in the development of additional teaching and recreational spaces. Ramps are available alongside steps, outside of the building and we have a lift in both buildings to be used instead of the stairs, where required.
- 8.2. Designated parking for Blue Badge Holders is available in the main school car park.
- 8.3. Additionally, there is sufficient washroom facilities throughout the site designed specifically for disabled individuals to access. Washroom facilities are located in close to

the main entrance in both buildings and there is one on both floors in Upper School. There are also staff and pupil toilets.

- 8.4. Little London Academy will continue to take into account the needs of its pupils, staff and visitors when planning and undertaking future site developments, for example, improvements to access, facilities, lighting, acoustics and colour schemes.
- 8.5. In order to make continuous improvements for pupils, Little London Academy will:
 - 8.5.1. Conduct an annual review of incidents reported via the Site Manager and Principal (Senior Leader responsible for health and safety) regarding required site improvements, incidents and near misses, and also essential maintenance works.
 - 8.5.2. Provide reviews to the Local Governing Body regarding estates and safety matters.
 - 8.5.3. Ensure that all areas have a full and in-date risk assessment and that a dynamic risk assessment is carried out at the very least when conducting ad hoc works.
 - 8.5.4. Ensure all pupils with a disability receive a Personal Emergency Evacuation Plan (PEEP) in order to safely evacuate a building in the case of an emergency.
 - 8.5.5. Ensure compliance with the Trust Managing and Administering Prescribed Medications Policy.

9. ACCESS TO INFORMATION

- 9.1. Little London Academy will provide access to information and performance updates in a variety of ways including:
 - 9.1.1. Little London Academy weekly newsletter
 - 9.1.2. Little London Academy website

9.1.3. Telephone Calls and Text Messages

9.1.4. Open Events

9.1.5. Parent/Carer Consultations

9.1.6. Meetings with parents/carers

9.1.7. SEND review processes

9.2. In order to make continuous improvements for pupils Little London Academy will:

9.2.1. Produce all Trust establishment literature in the correct size font and on the appropriate colour background to assist visually impaired pupils.

9.2.2. Investigate alternative ways of providing access to information, software and activities.

9.2.3. Investigate ways of communicating with SEND parents/carers and other adult users of the site.

9.2.4. Make full use of external providers of support including those providers through the Local Authority for providing information in alternative formats (for example Braille or audiotape) if required.

9.2.5. Seek to use text alerts and e-schools notifications to communicate with specific user groups.

10. CONSULTATION

10.1. All sections of the Little London Academy community will be included in the development of this accessibility plan with specific input sought from:

10.1.1. Pupil Voice/ School Council

10.1.2. Parents/Carers

10.1.3. SENDCo

10.1.4. Staff

10.1.5. Pupils

10.1.6. TGAT Director of Inclusion

10.2. Previous settings will be contacted to assist with the planning and information gathering of any incoming pupils to the academy.

10.3. All pupils with an EHCP will have an annual review where pupils and parents/carers are consulted about the provision they are offered and are able to contribute to an evaluative commentary.

11. MONITORING AND REVIEW

11.1. The Accessibility Action Plan will be monitored at each Local Governing Body Annual General Meeting (AGM) meeting.

11.2. This policy will be reviewed every three years by the Governors Policy Committee.

12. PROFESSIONAL CONFIDENTIALITY

12.1. Confidentiality is an issue which needs to be understood by all those working with pupils, particularly in the context of safeguarding. The Trust recognises that the only purpose of confidentiality in this respect is to benefit the pupil.

Document control:

Reason for version change:	Consolidation to standard TGAT template	Version number:	1.1
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Appendix: Little London Academy Accessibility Plan September 2024

Access to the Curriculum					
Priority	Objective	Action	Outcome	Timescale	Responsibility
S Term	Ensure a review cycle is in place with next steps identified	<p>Termly IPM reviews and pupil progress meetings</p> <p>Weekly informal classroom drop ins</p> <p>SLT reviews of SEND support</p> <p>Assessment outcomes</p> <p>All the above will identify pupils who need additional support, and their gaps and barriers, to support in school and seek guidance or input from external agencies eg. SENIT, Speech and Language Therapist, Educational Psychologist</p>	<p>Accurate and robust individualised support plans developed</p> <p>Teachers and teaching assistants follow the plans and provide the appropriate resources and support</p> <p>Clear support and interventions in place across school to support pupils with SEND</p>	<p>Ongoing</p> <p>Termly IPM Reviews</p> <p>Termly pupil progress meetings</p>	<p>SENDCo</p> <p>Inclusion Lead</p> <p>Class Teachers</p> <p>Support staff working directly with pupils who have IPMs</p>
M Term	Provide a robust transition process	<p>SENDCo and Inclusion Lead will develop transition programmes (time dependent on level of need) for both internal and external transitions. Some things to consider are:</p>	<p>All pupils feel safe and secure and have a suitable environment to support their wellbeing, pastoral and academic needs</p> <p>Appropriate provision is planned and in place to aid a smooth transition</p>	<p>Key points in the year - autumn 1, summer 2</p> <p>On entry/transferring mid-year</p>	<p>SENDCo</p> <p>Inclusion Lead</p> <p>Phase Leaders</p>

		<ul style="list-style-type: none"> • communication with external settings • visits • shared practice/communications prior to transition 	between year groups or to and from other settings		
M Term	Monitor and review adaptations and reasonable adjustments made to the curriculum, and their impact	SLT and SENDCo to monitor and review the curriculum offer and provision for all pupils	<p>Broad and balanced curriculum provided for all pupils to access</p> <p>All resources and provision are accessible for all pupils</p> <p>Adaptations are high quality and meet the needs of all pupils</p>	Ongoing	<p>SENDCo</p> <p>Inclusion Lead</p> <p>Curriculum Lead</p> <p>Class Teachers</p>
L Term	Implement targeted interventions based on the outcomes of data analysis	<p>Regular data collection, including BSquared assessments</p> <p>Analyse assessments and use them to inform individual targets and interventions</p> <p>Effectively use a range of assessment and</p>	<p>Procedures in place to measure pupil's progress</p> <p>Termly pupil progress meetings to take place, and to include specific target setting</p>	Assessment Points	<p>SENDCo</p> <p>Assessment Lead</p> <p>Inclusion Lead</p> <p>Class Teachers</p>

		screening tools for SEND pupils	Review of data outcomes and progress when updating IPMs High quality interventions to be in place		
L Term	SLT and governors to evaluate the provision for SEND pupils	Inclusion Lead and SENDCo will provide reports for the LGB meetings, which will include all necessary and relevant information regarding the SEND pupils at LLA Training to be provided by TGAT for the SEND Governor.	LGB has a full awareness of the provision for SEND pupils and their attainment and progress Ongoing links are established between the SEND Governor and key members of staff within school	Termly	Principal SENDCo Inclusion Lead SEND Governor - Ed Sutcliffe

Access to the Pastoral Support					
Priority	Objective	Action	Outcome	Timescale	Responsibility
S Term	Staff to engage in training and professional development opportunities	SENDCo and Inclusion Lead to provide training sessions during TAs protected time, on a weekly basis	Staff feel confident in their roles Staff have a good understanding of having high expectations whilst	Ongoing	SENDCo Inclusion Lead Class Teachers Teaching Assistants

		Half termly SEND focused staff training delivered by the SENDCo/Inclusion LEad for all teachers	meeting the needs of SEND pupils QFT includes adaptations and reasonable adjustments being in place to ensure progress is made		
L Term	Complete IPRA's for identified pupils, putting relevant and necessary actions in place	A member of the admin team who is responsible for medical needs across school will complete IPRA's with the support and guidance of the SENDCo and Inclusion Lead Principal and Site Team to review and site risk management Share risk assessments with relevant staff	The school, inclusive of all spaces and provision inside and out will be safe and secure All IPRA's will be up to date and relevant to the individual All elements of risk will be negated and measures put in place in a timely manner	Dependant on needs of all pupils Each IPRA to be reviewed at specified date	SENDCo Medical Lead Inclusion Lead Principal Site Team
L Term	Provide a breadth of resources, intervention and support for vulnerable and/or disadvantaged pupils and families	Plan and resource targeted interventions to support the pastoral needs of the pupils	All pupils accessing targeted interventions that meet their pastoral needs and support holistic development and academic progress	Ongoing Reviewed regularly by SENDCo/Inclusion Lead	SENDCo Inclusion Lead Learning Mentors

		<p>Monitor and review the interventions to establish the impact</p> <p>Learning Mentors to work collaboratively with the SENDCo and Inclusion Lead</p>	<p>High quality interventions being led by trained staff</p>		
L Term	<p>Provide a programme of family support and learning</p>	<p>Make links with the local community</p> <p>Liaise with charities and support groups that can provide family learning/attend coffee mornings, relevant to the context of LLA</p> <p>Plan and resource weekly coffee mornings</p> <p>Monitor and review the impact of the family learning</p> <p>Family Support Lead/Learning Mentor to work collaboratively with the Inclusion Lead</p>	<p>The school offers a wide package of support to families, to positively impact the development and progress of the pupils</p> <p>Preventative safeguarding measures are established and in place</p> <p>Positive relationships are built and maintained with families and members of the local community</p> <p>A wide option of services to signpost families to will be more readily available</p>	<p>Ongoing</p> <p>Reviewed regularly by SENDCo/Inclusion Lead</p>	<p>Family Support Lead (Learning Mentor)</p> <p>Inclusion Lead</p> <p>Principal</p>

Site Access					
Priority	Objective	Action	Outcome	Timescale	Responsibility
S Term	To maintain compliance with the policies for Managing and Administering Prescribed Medications	<p>SLT and Medical Lead work collaboratively to ensure all policies are adhered to</p> <p>Put systems in place support all individual pupils' medical needs</p>	<p>Staff will be well informed of policies and will handle medicines responsibly</p> <p>All necessary information has been shared and all staff understand what procedures to follow in the case of any medical emergency</p>	<p>Ongoing</p> <p>Regularly review</p>	<p>Medical Lead - Admin Team</p> <p>SLT</p> <p>All staff</p>
M Term	To complete Personal Emergency Evacuation Plans for all pupils who need a personalised plan for evacuation from the building in the case of an emergency	<p>Complete PEEPs to ensure that everyone can be evacuated from the school safely.</p> <p>Put all necessary measures and adjustments in place to meet the requirements of the PEEPs</p>	All pupils, staff and visitors will cannot reach a place of safety unaided, will be evacuated safely and in a timely manner	Ongoing - when required	<p>SENCo</p> <p>Principal</p> <p>Site Team</p>
M Term	To ensure that whole school risk assessments are carried out, including dynamic risk	Conduct risk assessments and review them on an annual basis	Risks will be reduced and action swiftly taken when any hazards are identified	<p>Ongoing - risk identification</p> <p>Annual review of risk assessments</p>	<p>Site Team</p> <p>Class Teachers</p>

	assessments, where required	Complete dynamic risk assessments, where required Continuous identification of hazards/risks			
L Term	To inform the Governing Body of any matters arising, with regards to health and safety	The TGAT Operations Team to complete a Finance, Estates and Safety Committee report, to share with the LGB	The Governing Body is aware of matters relating to pupils' wellbeing and safety	Termly	TGAT Operations Team
L Term	To conduct an annual review of incidents reported in the academic year	Annual review to take place, including monitoring and auditing Action plan developed and shared with relevant staff for improvements to be made	Continuously minimising risk and hazards Clear and appropriate actions taken to negate and minimise risk	Annually	Principal Site Team TGAT Operations Team

Access to Information

Priority	Objective	Action	Outcome	Timescale	Responsibility
S Term	To use a variety of platforms to communicate with parents/carers; Class Dojo, Parent Mail,	Admin Team to use SIMs and Parent Mail to send attendance messages, finance reminders and any other	Communication with parents/carers is effective	Ongoing	Admin Team SLT including SENDCo

	school website, email and text message	key messages/reminders SLT to use Class Dojo to send whole school, class and individual communications	Requests and reminders are quick and efficient		
M Term	To make use of external services to support with communicating and providing information to pupils and parents/carers in alternative formats, if required	SENDCo to liaise with external professionals, organisations and services and make links, where appropriate SENDCo, pupils and families to work with VI, SALT, OT and HI teams Regularly review involvement and the impact on the individual pupils	All pupils' needs are met All pupils' can access the teaching and learning All teaching and learning is tailored to the needs of individual pupils, where necessary	Ongoing - when a need is identified	SENDCo Class Teachers Teaching Assistants
L Term	To find and use the most effective ways to communicate with SEND parents/carers or other adults that access school	SENDCo to meet with parents/carers and other relevant professionals face to face SENDCo to contact families where	Professionals work collaboratively with parents/carers in the best interest of the child All involved have a clear understanding of the pupils needs	Ongoing	SENDCo Family Support Worker/Learning Mentor

		<p>necessary via phone or Class Dojo</p> <p>Class Teachers/SENDCo to meet with parents/carers on a termly basis to review the IPM targets and Pupil Passports as part of the graduated response</p> <p>Family Support Worker/Learning Mentor to attend medical appointments with families, where appropriate and necessary</p>	<p>Progress of pupils is tracked and clear/impactful targets are set to move the learning forward and ensure good progress</p>		
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