



Little London Academy Accessibility Plan

Designated Person: Principal
Reviewed by: Policy Committee
Date: September 2025
Version: 1.1

1. PRINCIPLES

- 1.1. We are committed to the inclusion of all students. Every individual is valued and their achievements celebrated.
- 1.2. We support the entitlement of all students to a broad and balanced curriculum.
- 1.3. Each student 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 students 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 students can participate in the Trust establishment curriculum
 - improving the environment of the Trust establishment to increase the extent to which these students can take advantage of education and associated services
 - improving the delivery to these students of information, which is provided in writing for students 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 students, under Part 4 of the DDA:
- a) not to treat students with Special Educational Needs and Disabilities (SEND) less favourably for a reason related to their disability
 - b) to make reasonable adjustments for SEND students, so that they are not at a substantial disadvantage
 - c) to plan to increase access to education for SEND students

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

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- Equality Policy (Students)
- Examinations Procedures
- First Aid
- Health and Safety
- Managing and Administering Prescribed Medications
- Intimate Care
- Positive Discipline
- PSHCEE
- SMSC
- Teaching and Learning
- Supporting Students with Medical needs
- Premises Management Policy
- Positive Discipline Policy
- SEND Information Report

4. POLICY DEFINITIONS

- 4.1. Students have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 4.2. Students have a learning difficulty if they:

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- have a significantly greater difficulty in learning than the majority of students 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 students 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. Students 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 students of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for students 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 450 students delivering comprehensive education. It is located at Meanwood Rd, Leeds LS7 1SR

5.2. Accessibility by public or private transport is by foot, car or taxi

6. ACCESS TO THE CURRICULUM

- 6.1. Little London Academy will seek to increase the extent to which pupils can access the curriculum by:
- 6.1.1. Ensuring all staff adhere to TGAT policies regarding personalisation within the classroom and the continued review of pupil SEND passports.
 - 6.1.2. 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.
 - 6.1.3. 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:

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, the provision of additional time, the provision of a scribe or a laptop etc.

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).

Further investigate avenues for supporting students with SEND external to the Trust establishment.

Provide a suitable transition process to provisions outside of Little London Academy, for example; secondary school, alternative provision, specialist provision

Use Local Governing Body meetings to consider the progress and performance, finance and provision for students 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 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.
- 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. These are located in the main entrance for staff/visitors and a further one on each floor near the staff 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 Business Manager 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 students 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 newsletter
- 9.1.2. Class Dojo
- 9.1.3. Little London Academy website
- 9.1.4. Telephone calls, text messages and reach more alerts.
- 9.1.5. Open Days
- 9.1.6. Parent/carer evenings
- 9.1.7. Individual meetings with parents/carers
- 9.1.8. 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/ council
 - 10.1.2. Parents/carers
 - 10.1.3. SENCo
 - 10.1.4. Staff
 - 10.1.5. Students
 - 10.1.6. TGAT Director of Inclusion
- 10.2. Previous settings will be contacted to assist with the planning and information gathering of any pupils coming into the Academy.
- 10.3. All students with an EHCP will have an annual review where students 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 students, particularly in the context of safeguarding. The Trust recognises that the only purpose of confidentiality in this respect is to benefit the student.

Document control:

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Appendix: Little London Academy Accessibility Plan [September 2025 – August 2026]

Access to the Curriculum					
Priority	Objective	Action	Outcome	Timescale	Responsibility
M Term	Monitor and review those areas of the curriculum which are normally difficult for SEND pupils to access and make all required reasonable adjustments.	SENCo/SLT will assess and monitor provision, and will make reasonable adjustments as and when needed. AP to make toolkits for each subject with adaptation best practices.	All areas of curriculum and provision are accessible for pupils with SEND	Ongoing	SENCo Senior Leaders Site team
L Term	Scrutiny of data of SEND pupils after every assessment point and the sharing of findings at Senior Leadership Team level, followed by implementation of intervention strategies (where appropriate) and the involvement of external agencies where necessary.	SENCo/AP/ will: Collect data at each assessment point. Analyse assessment data at pupil progress meetings Set individual and group interventions. Collate intervention tracker timetables Observe delivery of interventions Collect pieces of work for evidence of progress made Use a range of	There is a clear pathway that measures the pupil's progress. There is closer scrutiny of the delivery and effectiveness of intervention. Effectiveness of intervention is measured against the progress pupils	Key assessment points	SENCo Senior Leaders Class teachers

		assessment tools including B Squared and the Dyslexia screening toolkit to identify pupils at risk and refer to SEN team.	make. Evidence of pupil progress is reviewed regularly and collated. Evidence of pupils' SEND needs are assessed and appropriate referrals are made to outside agencies when needed.		
L Term	A continuous cycle of review informs next steps for pupils with SEND	IPM progress meetings, SENCo and /teachers/SLT will review progress and will identify pupils who need further assessments and support internally and from outside agencies, these could include: Early Years Team	Clear internal and external pathways for supporting pupils with SEND. As a result of the reviews, a SEND support plan will be developed and the appropriate actions taken and shared with	Ongoing	SENCo Senior leaders Class teachers

		<p>SENIT team STARS Family Hub Deaf and Hearing impaired team Speech and Language therapist Educational Psychologist Cluster: Support and Guidance for Social Emotional and Behavioural support for: Family Engagement/Parenting, Individual counselling, Intense Family Support AIP: Area Improvement Panel for behavioural support SAP: School nurses, CAMHs and for</p>	<p>teachers and teaching assistants.</p>		
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		Autistic Spectrum Disorder			
S-M Term	Provide a suitable transition process for SEND pupils	<p>SENCo will liaise with other providers to set up individual transition programmes for the pupils:</p> <p>Pre visits/Tour/visit</p> <p>Exchange information to identify need and provide support.</p> <p>Early Years transition is the most prominent transition, this includes: home visits, previous setting visits, series of play workshops, professional meetings, including with the SENCo.</p>	Appropriate provision identified to support smooth transition and aid integration into school-life	<p>As and when needed throughout the year</p> <p>A key focus termly in Nursery and Summer and start of Autumn 1 in Reception.</p>	SENCo EYFS Leader Class Teachers
L Term	Local Governing Body meetings will consider the progress and	SENCo will provide reports for Governing body meetings as and when required. This will	Effective shared communication. The governing body is made	Every term	SENCo Governing body Principal

	performance, finance and provision for pupils with SEND	include: numbers on pupils with SEND, increases and decreases, identifying provision and resources, including number of new referrals to outside agencies and identifying outcomes of provision. Principal will feed this report into the Governor meetings Training is provided at a Trust level for the Governors.	aware of matters relating to pupils provision and progress made. Governing body is fully aware of every aspect of SEND at Little London Academy.		
S Term	Access of SEND and disadvantaged pupils to extra-curricular activities	Disadvantaged pupils, and those with SEND who require access to extra-curricular places will be allocated ensuring that clear data tracks them.	Disadvantaged pupils and those with SEND have access to and extra-curricular activities.	Ongoing	SENCo

		SEND/disadvantaged pupils have high representation.			
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Access to the Pastoral Support					
Priority	Objective	Action	Outcome	Timescale	Responsibility
S Term	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	<p>SENCo will arrange training and support for all teaching staff, including Tas</p> <p>Weekly TA training to be completed with a variety of focus' – this will be offered before and after school and will be paid.</p>	<p>Knowledgeable Teaching Assistants, who are able to understand the roles and responsibilities.</p> <p>Feel confident and secure within their roles.</p> <p>Observations of performances will provide feedback identifying</p>	Ongoing	<p>SENCo</p> <p>Class teachers</p> <p>Senior leaders</p>

		CPD day training will be carefully considered, ensuring that TAs receive the appropriate training to support them with their roles.	their strengths, and supporting their training needs. Quality First Teaching is evident within classrooms and teachers can personalise SEND provision. This is evidenced through monitoring.		
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M Term	Ensure there are timely reviews of Individual pupil risk assessments and any issues are appropriately investigated in a timely manner	SENCo, members of the admin, safeguarding team and health and safety team to complete risk assessments for pupils and to review annually at least, or more frequently if required depending on the nature of the risk assessment.	Provision will be safe and secure for all the pupils and adjustments will be made to keep pupils safe from harm. Individual pupil risk assessment to be Completed by SENCo, and all of those trained to complete a range of risk assessments. IPRA's are shared with class teachers and parents/carers.	As and when needed throughout the year and reviewed if/when circumstances change	SENCo SLT Whole staff team Site team (CC and NQ)
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Site Access					
Priority	Objective	Action	Outcome	Timescale	Responsibility
L Term	Conduct an annual review of incidents reported via the Business Manager regarding required site improvements, incidents and near misses, and also essential maintenance works	The academy has in place a structure to manage H & S which includes planning, monitoring, reviewing and auditing and these are integrated in the general day-to-day management. Plans for continuous improvement are developed and reviewed regularly. Staff to be trained in EVERY reporting and recording.	As a result of the annual review, an action plan will be developed and the appropriate actions taken.	Annually	Principal Site Team TGAT Operations Team
L Term	Provide reviews to the Local Governing Body regarding	A termly report to the Finance, Estates and Safety	The governing body is made aware of matters relating to	Termly	TGAT Operations Team

	Estates and Safety matters	Committee is done by TGAT Operations Team.	pupils' wellbeing and safety.		
S-M Term	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	Risk assessments are completed annually and dynamic risk assessments are completed as and when required.	The continuous process of identifying hazards, assessing risk and taking action to eliminate or reduce risk means that pupils, staff and visitors are safe.	Annually and as and when required	Site Team Class Teachers SLT
S-M Term	Ensuring all identified pupils receive a Personal Emergency Evacuation Plan (PEEP) in order to safely evacuate a	The school is responsible for making sure it's staff and visitors can be evacuated effectively from the building in an emergency.	All pupils, staff and visitors who may not be able to reach an ultimate place of safety unaided, will be evacuated safely and in a timely manner.	As and when required	Site Team All Staff SENCo

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	building in the case of an emergency				
S Term	Ensure compliance with the Trust Managing and Administering Prescribed Medications Policy	Effective management systems in place to help support individual pupils with medical needs.	Medicines are handled responsibly, and all school staff are clear about what to do in the event of a medical emergency.	Ongoing	Principal SLT Admin Team All Staff

Access to Curriculum					
Priority	Objective	Action	Outcome	Timescale	Responsibility
M-L Term	Adapt to the most effective ways of communicating with SEND parents/carers and other adult users of the site	SENCo is available to meet with parents and carers and professionals: via face-to-face meetings, over the telephone, via class dojo and attending medical appointments with the parents/carers. Under the SEND code of reviewing passport as part of the graduated response: assess, plan, do and review cycle. More frequent meetings may take place for individuals if deemed appropriate. Ad hoc meetings may also take place if needs of individuals have changed.	Communication is available as and when it is needed. There is a clearer understanding of the pupils needs, they are identified working in Partnership working is smarter and more effective. Attending the meetings ensures that progress is shared and together areas of need are discussed with actions set for all.	Ongoing	SENCo
M Term	Make full use of external providers of support including those provides through the Local	SENCo works with the Visual Impairment team, Speech and Language Therapy, Occupational Therapy and Hearing	Pupils needs are met. Pupils needs are reviewed on a regular basis.	Ongoing	SENCo

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	providing information in alternative formats (for example Braille or audiotape) if required.	support pupil needs. SENCo to link with other external organisations/professionals as appropriate.	provided to support pupils. All pupils will be able to access their learning. Individual support is tailored to meet the pupil's needs.		
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		<p>Dinner money- weekly. Internal messages for staff- as and when needed. Individual and group class dojo messages about key information to support pupils. Whole- school story on class dojo used for whole school messages.</p>	<p>to date Parents/carers feel more informed about what is happening in and out of school and what they need to do to support school. All pupils will be able to access their learning. Individual support is tailored to meet the pupil's needs.</p>		
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