



Live, Love, Learn, Littletown

Littletown Primary Academy

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Accessibility Plan 2025 - 2028

Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the Governing Body of Littletown Primary Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources for the implementation of the strategy.

The above aims will also apply to parents and carers with disabilities to help ensure they have the same opportunities to take part in school activities as parents and carers without disabilities.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Principal, Senco, Senior Leaders and other relevant members of staff
- Governors
- External partners

This plan will be reviewed as needed to take into account the changing needs of the school and its pupils, where the school has undergone a refurbishment and at least every three years.

Information from pupil data and school audit

As of June 2025, Littletown Primary Academy has

- 12 pupils with Educational Health Care Plans, with 4 pending applications.
- 46 pupils in need of SEN Support.
- 32 children are registered as having English and an additional language (EAL).
- 0 members of staff with special medical needs.
- Some parents/carers are known to have special needs (parents/carers are asked about any special needs they have when their child starts at the school).

INCREASING ACCESSIBILITY
Strand A - GENERAL

	Targets	Activities	Timeframe	Monitoring	Success Criteria
SHORT TERM					
MEDIUM TERM	All policies linked to the Curriculum to include explicit statements on equality with the aim of developing all children as independent learners within the boundaries of any limitations they may have.	Utilise the equality checklist in reviewing the school's overall curriculum policy. Communicate new policy and implications to school staff.		On going as part of policy review cycle	New policies in place and communicated to staff
MED TERM	All parents and carers have a successful method of communication with the school and are able to take part in school activities when appropriate.	Teachers and admin staff ensure early contact with new families to review their needs. Actions are taken to accommodate any additional needs.	On going	Part of review of transition and admissions	Parents and carers are fully informed of school activities and able to share information with school staff.

MED TERM	All prospective and current staff members and volunteers are able to access school information, communicate effectively and carry out their roles.	Recruitment process and appraisal review to include information gathering to meet any additional needs.	On going	On going as part of policy review cycle	Staff members and volunteers are able to carry out their roles.
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INCREASING ACCESSIBILITY
Strand B - CURRICULUM

	Targets	Activities	Timeframe	Monitoring	Success Criteria

SHORT TERM and MEDIUM TERM	All school trips are fully accessible	Teachers completing the trip risk assessment include consideration of the accessibility of the trip	On-going	Headteacher includes accessibility considerations in their review of each trip risk assessment SENCO and Literacy leader feedback to HT and governors through their reports	No trip risk assessment is returned to the teacher for review Children with difficulties can use computers independently at times
	Children develop their use of IT as independent learners	Work with partners to consider provision			
	Children without good understanding of English are supported in their learning	Develop a personal plan of support with advice from LDP specialists and follow the recommendations in the EAL welcome pack		HT includes monitoring of EAL children's on-going progress and reports through reports to governors	EAL children are quickly assimilated into full school life and their learning progresses well
	Children with SEND access the curriculum at the appropriate level	Children with SEN have My Plans including support from Teaching Assistants as appropriate. Teachers differentiate the curriculum to ensure pupils can access it at their own level	On-going	SENCO and SLT monitor MPs and their implementation. SENC0 and HT reports keep Governors informed	Children with SEN make expected progress in their learning.
LONG TERM					

INCREASING ACCESSIBILITY
Strand C - PREMISES

	Targets	Activities	Timeframe	Monitoring	Success Criteria
SHORT TERM	No current targets				
MEDIUM TERM	Transport for school trips arrangements will be changed as necessary if a child in school has difficulties with access	Advice will be sought	As required		
LONG TERM	Rear playground and decking to have ramped access if child in school with walking difficulties Provision for audio or visual support will be implemented if a child in school has these difficulties	Advice will be sought from the Sensory Advisory Teacher	As required As required		

INCREASING ACCESSIBILITY
Strand D - COMMUNICATIONS

	Targets	Activities	Timeframe	Monitoring	Success Criteria
SHORT TERM	In addition to the curriculum activities: If a child has specific disabilities, modifications are made to key H&S, discipline and learning facilities to ensure the child's safety and progress as an independent learner.	Parents and specialist advisers are consulted about what are the specific changes required.	As required	As required	Child, parents and specialist advisers' content with new provisions
MEDIUM TERM					
LONG TERM					