SOLENT
Academies Trust

Littlegreen Academy

Our vision is that all pupils at Littlegreen Academy will grow to be confident adults who communicate well, so that they can live healthy, happy, and successful lives

ACCESSIBILITY PLAN

Scope:	Academy Policy
Author:	Principal
Name of Responsible Officer:	Principal
Approving Committee:	Executive Principal
Statutory Basis:	Statutory Policy
Requirement to publish on website:	Yes
Date ratified by approving committee:	June 2025
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1. 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Littlegreen Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision is that all pupils at Littlegreen Academy will grow to be confident adults who communicate well, so that they can live healthy, happy, and successful lives.

The whole school community demonstrate that following values in all that we do…

We are Courageous – we have a go, take risks, and do the right thing.
We are Kind – we show respect and care to outselves and others.
We are Accepting – we accept ourselves and others as unique individuals.
We are Ambitious – we do out best to be our best.
We Persevere – we keep trying until we succeed.

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

Littlegreen Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Littlegreen Academy supports any available partnerships to develop and implement the plan.

Concerns relating to accessibility, should be raised under the Complaints Policy and Procedure which is available on the school website.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, families, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils	Progress is monitored inline with our SIP Reviews and QA Reviews.		Louise Isa-Grada	Continual review	All pupils to have access to a personalised curriculum in line with their EHCP

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	Littlegreen Academy is part of the school re-building programme, we are awaiting a date for the build from the local authority.					

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Academy Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives Statement
- Special Educational Needs (SEN) information Report
- Supporting Pupils with Medical Conditions Policy