Accessibility Plan

Little Acorns School

Growth Learning Therapies

Approved by:	Advisory Board	**Date:** 22/08/22
Last reviewed on:	April 2026	
Next review due by:	April 2028	

Contents

1. Aims 3

2. Legislation and guidance 3

3. Action plan 4

4. Monitoring arrangements 6

5. Links with other policies 6

Appendix 1: Accessibility audit 7

.....

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

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

Equality of opportunity at Little Acorns School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, parents, carers and staff at Little Acorns Therapeutic Community.

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

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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	RAG
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 eg overlays 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.	Training for specific staff members	Staff to be spoken to regarding which training courses they feel will be beneficial.	Alison Neal	July 2026	Audit of CPD completed.	
		Use of ICT equipment in lessons more.	Examples of ICT in classrooms shown in staff meetings.			ICT being used in lessons observed in Teacher Observations.	

	Children all have their own Provision Maps which demonstrate progression and planning towards the outcomes of their individual EHCP.						
	Empower the LSA's to be involved in the tracking and evaluation of the provision maps so that all staff are sharing these key documents.	Training to be provided as part of the new Performance Management Objectives and targets for all staff.	Staff Meetings PLP's updated termly.	ANeal	September 2026 performance management cycle to begin		
Improve and maintain access to the physical environment	All children are currently able to enter all the school buildings.	If a referral is made for a child with accessibility issues this will be immediately rectified.	Ramps available for both school buildings as and when needed.	J. Sheikh	As and when needed.	All children will be able to enter school buildings. The school is compliant with SEND disability regulations and the 2010 Equality Act	
	There is currently not a disabled toilet on site.	If a referral is made for a child with accessibility issues this will be immediately rectified.	A disabled bathroom to be put on site as and when the need for this. arises.			Ongoing	

Improve and maintain physical access to the site	Visitors currently enter site via the front entrance, keys are required by staff members There are steps to the main reception and disabled visitors have to use the gate to the side.	Reception building to have Maglocks fitted.	Maglocks to be fitted Ramp made available for the main entrance.	JSheikh	Planned completion Sept 2026		
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ● Internal signage ● Large print resources ● Pictorial or symbolic representations Makaton is being used in the Hazel Classroom for learners with communication difficulties. Working alongside NHS SALT and the Balanced Approach-SENCO making links. Language for colour has been introduced but does need to be expanded and use more regularly.	All staff are aware of the visual timetable for a child in Hazel and ensure these are consistent and used in the same way. Language for Colour across the whole school Liase with Balanced approach staff to ensure consistency and to utilise any training opportunities. Language Link Assessments to be completed for the rest of the children before the end of the academic year.		Alison Neal	September 2026 July 2026	Visual Timetable to be used confidently by all staff. Signs to be used around the school. language link assessments completed	

			Use signs and symbols on classroom doors/cupboards. Language through Colour on display and utilised in all classrooms.		to date to date Sept 23		
Recognition of different gender/sexual orientation throughout the school.	Surveys/questionnaires sent home regarding parental view and teaching of this through the RSE Curriculum.	Further resources to be bought, including a variety of books with various characters to brought. Curriculum planned to include	Further books to purchased to ensure an inclusive education for all.	Alison Neal	Sept 26		

		conversations regarding different sexual orientations and genders. Children encouraged to be themselves. A range of dressing up clothes are available and for both genders and all sizes.					
Recognition of cultural and religious diversity	The School will offer a prayer room for pupils, Staff and visitors requesting need of one for individual worship RE curriculum is planned to cover a variety of religions and cultures. Visits to churches/synagogues and other places of worship.	Religions Education adapted for any child of religion who may enter the school.	Consideration to and information gained re individual's preference and requirements in terms of their daily worship	Prayer room identified on admission if needed.	As and when needed.	A space for prayer will be allocated as and when children/visitors require this.	

4. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

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 (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Child Protection Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is on one storey, access to a raised portacabin is possible through the ramp that has been fitted.	None necessary.		
Fire alarms	Auditory fire alarms are currently fitted.	Visual fire alarms to replace these.	AN/JL	Ongoing Sept 21
		Alarms fitted in all new classrooms and tested weekly.	DB	Ongoing Sept 22
Toilets	The school only has one pupil toilet and currently there is not a disabled toilet on site.	This to be rectified as and when the need arises, upon referral of child or prior to employment of a staff member who may need this.	AN/SB	As and when required for pupil or staff member.
		Work on a new toilet block has begun- this is to be opened by Christmas 22.	Warren Bell overseen by AN/SB	
Internal signage	Fire alarms and emergency points labelled.	Maintained and replaced immediately when needed.	EL	Ongoing

Emergency escape routes	Emergency access points labelled.	Maintained and replaced immediately when needed.	EL	Ongoing