

Accessibility Policy



Leigh
Stationers' Academy

2025-26

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Vision: A community where no student is left behind.

We are united by the belief that every young person should feel known, valued, and supported to succeed - academically, socially, and personally.

Mission

At Leigh Stationers' Academy, we develop principled, knowledgeable, and ambitious learners who contribute to their communities and the wider world. Rooted in the values of the International Baccalaureate, we empower students to strive for academic excellence, nurture their wellbeing, and embrace diversity. Through our distinctive college model and inclusive culture, every young person should feel known, valued, and supported to succeed - academically, socially, and personally, ready for life beyond school.

Values – The LSA Way

Our values define who we are and how we work:

- **Leadership** – We develop confident, principled students who act with integrity, take initiative, and contribute positively to their community.
- **Scholarship** – We nurture curiosity, independence and a love of learning that lasts a lifetime. Our students develop the habits of lifelong learners who think critically, reflect deeply, and seek to understand the world.
- **Achievement** – We believe every student can succeed and we support them to realise their personal, academic and future goals.

Introduction and Legal Context

The Special Educational Needs and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Board of all schools and academies has had three key legal duties under Part 4 of the Disability Discrimination Act:

1. Not to treat disabled pupils less favourably for a reason related to their disability.
2. To make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage.
3. To plan strategically to increase access to education for disabled pupils over time.

In line with these duties, this Accessibility Policy sets out the proposals of the Governing Board of Leigh Stationers' Academy to maximise access to education for disabled pupils. It outlines our commitment to:

1. **Increasing the extent to which disabled pupils can participate in the academy curriculum.**
2. **Improving the physical environment of the academy to ensure disabled pupils can take full advantage of education and associated services.**
3. **Improving the delivery of written information provided to pupils who are disabled, where alternative formats are required.**

The policy is supported by an Accessibility Plan (see appendix), which includes specific action plans across curriculum access, the physical environment, and communication. It is a statutory requirement that this plan is resourced, implemented, reviewed annually, and revised where necessary. Responsibility for its development and oversight lies with the Principal and Governing Board.

Academy Context

Leigh Stationers' Academy serves pupils aged 11–19 across Key Stages 3 to 5.

- The site consists of nine buildings, most of which are three storeys. All buildings are accessible via designated routes and lifts, with lift cards issued as needed.
- Every floor contains a disabled toilet, and the site has two hygiene suites fitted with hoists.
- Staff are trained to support students with physical and learning disabilities.
- Personal Emergency Evacuation Plans (PEEPs) are in place where necessary.
- The academy has one specialist provision for pupils with moderate learning difficulties (MLD).
- Access arrangements are reviewed as part of the academy's planning cycle.

Aims

To develop a fully inclusive and supportive learning environment where diversity is celebrated and every individual is treated with dignity and respect. To ensure all members of our community, regardless of protected characteristics, can access the full curriculum and enrichment offer.

To comply with national legislation, including:

- Equality Act 2010
- SEND Code of Practice 2014
- Children and Families Act 2014

Accountability and Implementation

The Accessibility Plan is led by a planning group comprising:

- The Principal
- Governor with responsibility for SEND
- Deputy Principal/Assistant Principal for Inclusion
- The Trust Estates Team

Governors, in conjunction with the Leigh Academies Trust executive, are responsible for reviewing the implementation and impact of this policy.

Key Actions

Curriculum Access

- Curriculum maps, lesson planning, and resources are adapted to reflect inclusive practice.
- SEND information is accessible to all staff via provision maps and learner profiles, and updated through CPD, briefings, and regular communication.
- Learning support Assistants (LSAs) are trained to deliver in-class support and interventions, including assistive technology and literacy/numeracy programmes.
- All teaching staff participate in a structured CPD programme focused on inclusive teaching strategies.
- Enrichment opportunities are adapted and promoted to ensure participation from students with SEND and disabilities.
- Digital access is supported through the provision of Chromebooks and the consistent use of Google Classroom across all subjects.

Physical Environment

- The site is reviewed annually using accessibility audits.
- Classrooms are arranged to optimise accessibility.
- All new building works are reviewed for compliance with accessibility standards and include appropriate signage.
- Accessible toilets and hygiene suites are maintained and managed by trained staff.
- Students with access needs receive Personal Emergency Evacuation Plans, with clear staff responsibilities.
- Facilities such as lifts, ramps, and wide-door access are maintained and serviced as part of the annual compliance cycle.

Communication and Information

- Key information is available in alternative formats, including large print and accessible electronic formats, on request.
- Students and families with EAL or SEND receive communication in appropriate languages or formats, with interpreter services where required.
- Visual aids, timetables, and information sheets are adapted for accessibility, where required.

Monitoring and Evaluation

- Regular CPD is delivered by both internal and external professionals to ensure inclusive practice are prioritised.
- Annual accessibility audits and site walks are completed and actioned by the Trust Estates Team and leaders.
- The provision is evaluated through:
 - Student and parent voice
 - Annual review meetings
 - Learning walks and SEND reviews
 - Inclusion QA and partner audits

The Accessibility Plan is reviewed and updated annually.

Appendix: Accessibility Plan 2025/26

Development Area A: Curriculum

Target	Strategies	Outcomes
Classrooms are organised for students with a disability	<ul style="list-style-type: none"> - Teachers use students' learning plans to inform seating arrangements and classroom organisation. - Standardised Google Slides templates are used across subjects, with accessibility features such as pale yellow backgrounds and appropriately sized fonts. 	<ul style="list-style-type: none"> - Classrooms are accessible and support individual needs. - Students with physical or sensory impairments can participate fully.
Curriculum reflects understanding of disability and diversity	<ul style="list-style-type: none"> - Curriculum planning across subjects incorporates inclusive content and diverse perspectives. - Student briefings, assemblies and PSHE lessons explicitly promote understanding and tolerance of disability and diversity. 	<ul style="list-style-type: none"> - Students demonstrate increased empathy and awareness. - Pupils contribute positively to an inclusive academy culture.
Improve ICT access	<ul style="list-style-type: none"> - Every student is issued a Chromebook to support independent learning. - Google Classroom is embedded across all subjects, with differentiated digital resources available. - Assistive technologies such as text-to-speech tools, screen readers, and magnifiers are provided where appropriate. 	<ul style="list-style-type: none"> - Students can access learning materials independently. - ICT reduces barriers for students with SEND and supports full participation.
Teaching staff adapt the delivery of materials and assessments	<ul style="list-style-type: none"> - CPD programme includes training on adaptive teaching strategies. - Teachers plan for need, based on individual learning plans and quality first teaching. 	<ul style="list-style-type: none"> - Lessons are fully inclusive. - Students with SEND engage with and understand the curriculum. - Pupils make progress in line with peers.
Exam access arrangements are fully implemented	<ul style="list-style-type: none"> - Students are assessed for exam access arrangements in accordance with JCQ regulations. - Arrangements (e.g. readers, scribes, extra time) are applied in assessments and exams. - Teachers practise and apply these arrangements during internal assessments and mock exams. 	<ul style="list-style-type: none"> - Students receive the correct access arrangements. - Pupils can demonstrate their true ability in high-stakes assessments.

Development Area B: Accessibility of Physical Environment

Target	Strategies	Outcomes
Classrooms and buildings remain physically accessible	<ul style="list-style-type: none"> - All classrooms meet accessibility standards. - Lifts, ramps, and doors are regularly maintained and serviced. - Orientation tours are provided for students with SEND, as required. 	<ul style="list-style-type: none"> - Students with mobility, visual, or sensory needs can safely and confidently access all areas of the site.
Specialist equipment is available	<ul style="list-style-type: none"> - LSAs and teachers are trained in the use of hoists, mobility aids, and adapted seating where required. - Specialist equipment is reviewed annually and maintained by the site team. 	<ul style="list-style-type: none"> - Students with physical needs are supported with dignity and safety through appropriate equipment.
Disabled toilets and hygiene suites are accessible and well maintained	<ul style="list-style-type: none"> - Toilets are locked when not in use; designated staff hold keys. 	<ul style="list-style-type: none"> - Students can access safe, hygienic, and well-equipped facilities for personal care.

	<ul style="list-style-type: none"> - Toilet passes are allocated to students with additional needs. - Hoists, height-adjustable sinks, and safeguard rails are maintained by external contractors. - Regular site walks and external audits inform continuous improvement. 	- Equipment is reliable and maintained to a high standard.
Signage is clear and DDA compliant	<ul style="list-style-type: none"> - Signage is reviewed annually for size, colour contrast, and positioning. - The site team conduct audits and update signage as required. 	- Signage is clear and accessible to all users, including those with visual impairments.

Development Area C: Accessibility of Information

Target	Strategies	Outcomes
Written information is available in accessible formats	<ul style="list-style-type: none"> - All academy communications are available on request in large print, Braille, or audio formats. - Parents and carers are asked about their preferred method of communication. 	- All stakeholders can access academy communications and curriculum content in a format that suits their individual needs.