

Leigh Stationers' Academy

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Review Period (3 years)	July 2029

Revision Log

Date	Version no.	Brief detail of change
July 2026	2	Adaptation to the LAT Accessibility Plan & Action Plan template is required and annual review

Introduction

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in

comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Principal. The current Action Plan will be appended to this document.

Aims

Leigh Stationers' Academy and Leigh Academies Trust are committed to working together to provide an inspirational and exciting learning environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their physical, sensory, social, spiritual, emotional, medical and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academy.

Our Accessibility Action Plan outlines how access will be enhanced to create an inclusive environment for all students, staff, and visitors. The Action Plan aims to achieve these improvements within a specified timeframe and proactively addresses the need to make reasonable and practical adjustments to accommodate individual needs. The Action Plan contains relevant actions to:

1. Improve and maintain access to the physical environment of the academy, adding more specialist facilities as necessary. The academy will take into account the needs of students, parents and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements.
2. Increase access to the curriculum for students with a disability, modifying the curriculum as necessary to ensure that students with a disability are as equally prepared for life as able-bodied students.
3. Improve where necessary the delivery of written information to students, staff, parents and visitors with disabilities.

At Leigh Stationers' Academy, every student currently enrolled is able to access both the physical school environment and full curriculum.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Audits will be undertaken on the physical environment, curriculum and materials. However, It may not be feasible to undertake all of the physical works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. Leigh Academies Trust Infrastructure Team will support academy Senior Leaders where appropriate to assist in enabling physical changes required.

Other departments within Leigh Academies Trust will support where appropriate. For example, Marketing with written information, IT with technology adjustments and Curriculum Leads with advice on increased access to learning.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

This Accessibility Plan will be monitored through the Community Board. Each academy will work in partnership with Leigh Academies Trust in developing and implementing their Accessibility Plan. Actions from the plan will be reviewed and discussed at each academy H&S meeting.

This Accessibility Plan will be published on the school website.

This Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

This Accessibility Plan should be read in conjunction the following Trust and Academy policies;

- Equality objectives
- Equality & Diversity Policy
- Supporting students with medical needs Policy
- Special Educational Needs Policy
- Behaviour Policy
- Inclusion Policy
- Admissions Policy
- Attendance Policy
- Curriculum Policy
- Staff Development Policy
- Premises Management Policy
- Health & Safety

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IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Classrooms and buildings remain physically accessible	There is total physical accessibility for students, staff and visitors	- All classrooms meet accessibility standards. - Lifts, ramps, and doors are regularly maintained and serviced. - Orientation tours are provided for students with SEND, as required	Completed	Students with mobility, visual, or sensory needs can safely and confidently access all areas of the site.
	Specialist equipment is available	- 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.	Completed	Students with physical needs are supported with dignity and safety through appropriate equipment.
	Disabled toilets and hygiene suites are accessible and well maintained	- Toilets are locked when not in use; designated staff hold keys. - 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.	Completed	Students can access safe, hygienic, and well-equipped facilities for personal care. Equipment is reliable and maintained to a high standard
	Signage is clear and DDA compliant	- Signage is reviewed annually for size, colour contrast, and positioning. - - The site team conducts audits and updates signage as	Completed	Signage is clear and accessible to all users, including those with visual

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MONITOR AND DEVELOP ACCESS TO THE CURRICULUM

Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Classrooms	Classrooms are organised for students with a disability	- 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.	Completed	Classrooms are accessible and support individual needs. Students with physical or sensory impairments can participate fully.
Understanding Equality	Curriculum reflects understanding of disability and diversity	- 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.	Completed	Students demonstrate increased empathy and awareness. Pupils contribute positively to an inclusive academy culture.

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IT	Improve ICT access	• 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.	Completed	Students can access learning materials independently. ICT reduces barriers for students with SEND and supports full participation.
Adaptive Teaching	Teaching staff adapt the delivery of materials and assessments	• CPD programme includes training on adaptive teaching strategies. • Teachers plan for need, based on individual learning plans and quality first teaching.	Completed	Lessons are fully inclusive. Students with SEND engage with and understand the curriculum. Pupils make progress in line with peers.
Access to Exams	Exam access arrangements are fully implemented	• 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.	Completed	Students receive the correct access arrangements. Pupils can demonstrate their true ability in high-stakes assessments.

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IMPROVE AND MAINTAIN ACCESS TO INFORMATION				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Website	Improve overall accessibility of our communications by aiming to meet the Website Accessibility Guidelines (WCAG) 2.1 Level AA.	To ensure that everyone, including those with impaired vision, cognitive impairments, motor difficulties, learning disabilities, deafness or impaired hearing and also those who struggle to read English, have complete access to the information we provide.	Completed	The website is compliant with the Web Content Accessibility Guidelines version 2.1 A standard <u>Web Accessibility Statement</u>
Written information	Written information is available in accessible formats.	- 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.	Completed	All stakeholders can access academy communications and curriculum content in a format that suits their individual needs.