

THE LEIGH ACADEMY ACCESSIBILITY PLAN and ACTION PLAN



1. This Accessibility Plan reflects the current position of The Leigh Academy, which was a fully Disability Discrimination Act compliant new build in 2007 that either met or superseded all current access and legislative requirements. Any alterations to the fabric of the building have also met current DDA requirements and have taken into account the views of the students, parents, staff and governors.
2. The Leigh Academy is committed to maintaining a fully accessible environment which values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Furthermore it is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. The Leigh Academy plans to maintain the accessibility of provision for all students, staff and visitors to the Academy. The

Accessibility Plan expands this view to include:

- Improvements to the physical environment of the Academy and physical aids to access education specific to the individual needs of its current users.

- Increased access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with and without a disability are equally prepared for life. This covers teaching and learning and the wider curriculum of the Academy such as participation in extracurricular clubs and activities, leisure and cultural activities or visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improving the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks, different coloured paper and information about the Academy and relevant Academy events. The information should be made available in various preferred formats within a reasonable time frame.

4. An Action Plan relating to these key aspects of accessibility has been prepared. This plan will be reviewed and adjusted, if necessary, on an annual basis.

5. The Leigh Academy acknowledges that there is a need for the on-going raising of awareness of disability and access; this includes training for staff and governors in all aspects of the Disability Discrimination Act and the need to inform associated attitudes relating to disability.

6. The Accessibility Plan should be read in conjunction with other policies, strategies and documents relating to:

- Curriculum
- Teaching and Learning
- Equal Opportunities and Diversity
- Staff Development

- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs
- Behaviour Management
- Academy Improvement
- Asset Management
- Academy Prospectus and its ethos and vision

7. Curriculum policies will address issues of Equality and Diversity. All Governors' committees will have regard to matters relating to access.

9. The Academy Prospectus and information to parents will make reference to this Accessibility Plan.

10. The Academy's complaints procedure covers the Accessibility Plan.

11. The Plan will be monitored by governors through the Finance and General Purposes committee of the Governing Body.

12. The Plan will be monitored by Ofsted as part of their inspection cycle.

Appendix A : The Leigh Academy Accessibility Action Plan

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery.	Classrooms are organised for students with disability.	Guidance from specialists (e.g Hearing Impaired Service, Autism Service) taken in arranging classrooms for maximum benefit to disabled students.	Monitoring indicates Disability/SEN taken into account in organising the environment for learning.	Students with a disability are able to access the learning environment more effectively.
	The curriculum reflects an understanding and tolerance of disability.	The schemes of work and tutor time projects incorporate inclusivity. They further reflect opportunities for debate, discussion and learning about others.	On-going throughout the year.	Students have a raised awareness of others, their abilities and an enhanced degree of tolerance and understanding.

Curriculum delivery/ Delivery of materials in other formats.	SSP targets used by classroom staff and understanding of support needs (eg additional time requirements in practical work) understood and planned for. Classroom staff have regard to sensory needs and learning styles of students (eg diagrams described and visual aids read out loud. Copies of slides and diagrams available to students).	SEN information available to all staff and further training on implementation and differentiation of curriculum required.	Monitoring indicates differentiation in place targeted at disabled/SEN/other identified students.	Students with a disability able to access curriculum more effectively.
Academy design	Total accessibility for students with a disability	Review of accessibility issues and potential obstacles in	All changes to building layout incorporate needs of	Building retains fully compliant status.

incorporates needs of students with a disability.	was central to the building design.	any proposed changes to layout.	students with a disability. On-going.	
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DDA compliant signage	Signs clear and understandable for visually impaired.	Replacement of signs takes account of appropriate colour schemes/size for signs.	Signage to be updated for Disabled Toilets and car parks to reflect Accessibility rather than Disabled has been completed.	Building retains fully compliant status.
Access to all areas is provided for students with a disability	Disabled toilets maintained on all floors.	An investigation to take place to consider the feasibility of one disabled toilet being fitted with internal push button opening mechanism.	Subject to system constraints, feasibility study was completed in Jan 2018.	Enhanced access for students with a disability achieved.
Access to all areas is provided for students with a disability	Winter Garden access	Ramp to be incorporated to provide wheelchair access to the Winter Gardens	Feasibility study to was undertaken in January 2018 and now all points have access.	Enhanced access for students with a disability achieved.
Academy design incorporates needs of students with a disability.	The needs of hearing impaired students are addressed.	New HIU walls (in KMT area) to be soundproofed and tested by audiological Hi specialists to ensure RT standards meets requirements.	Works have all been undertaken and access to the inclusion hub has been improved.	Enhanced teaching environment provided for hearing impaired students

Updated October 2018 - Next update October 2019 (SLI)