

Leigh Academy Oaks

Document title:	Accessibility Plan
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Review Period (3 years)	April 2028

Revision Log

Date	Version no.	Brief detail of change
April 2025	1	Implementation
November 2025	2	Changes made to reflect the new LAT template and clear action plan.

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 Academy Oaks 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 Academy Oaks, 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
- Supporting students with medical needs Policy
- Special Educational Needs Policy
- Child Protection Policy
- Behaviour Policy
- Admissions Arrangements
- Attendance Policy
- Assessment Policy
- Health & Safety
- Staff Development

Leigh Academy Oaks - Accessibility Action Plan

April 2025

IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
<p>Solo wheelchair user access to the car park.</p> <p>Ensure that the car park has ample lighting particularly for the winter months</p> <p>Disabled parking space complies with the standard size and layout.</p> <p>Automatic entrance door to facilitate</p>	<p>Install an accessible intercom, which includes a vision panel for visitors who are deaf or hard of hearing, positioned at car window height, to enable staff and visitors with a physical disability to enter the secure car park without leaving their vehicle when gates are closed.</p> <p>Improved lighting in the car park to ensure visibility is clear.</p> <p>Ensure disabled parking bays meet minimum requirements of width and length of at least 2.4m wide and by 4.8m long with a 1.22m access zone alongside for wheelchairs.</p>	<p>Thoroughly assess the financial investment and estimated timeline required to rectify all identified accessibility challenges and impediments within the current physical structures and surrounding grounds</p>	<p>LAT project will complete a scoping and budgeting exercise to determine likely cost, duration and impact of identified works. Once completed the project will be risk assessed and, if appropriate, included for consideration for future SCA funding inline with published protocols.</p>	<p>There is a level path approx 50 metres, leading from the car park to the main reception.</p> <p>The intercom at reception is accessible to wheelchair users.</p> <p>There is a disabled toilet on the ground floor that is accessible for wheelchair users</p>

independent access to reception.				
Repair the ramp and handrails that are damaged to allow wheelchair access to the Acorn Centre	The primary objective is to guarantee the Acorn centre is entirely accessible to all individuals—students, staff, and visitors—irrespective of any physical disability. The centre is predominantly utilised for holding parent meetings and workshops.	repairs will be carried out in order that there is access for wheelchair users.	January 2026 The Acorn centre is accessible for any child or adult with a physical disability.	
To install a hearing loop (auxiliary aid) in the main reception area and main hall.	To provide clear audio directly to hearing aids, which improves accessibility for people with hearing loss by cutting out background noise. This benefits people in noisy spaces such as Reception and the Academy main theatres/halls.	Once the hearing loop is installed, the Reception Staff and Facilities Team will be trained on how to use the system and how to check it is working.	LAT Project is conducting a scoping exercise to assess the estimated cost of installing hearing loops in the reception areas and main halls/theatres of all LAT Academies. A plan will be put in place to ensure	

			that hearing loops are funded in the future, or sooner if an urgent need is identified.	
All classrooms and internal learning and social environments are on the ground floor	There is an established, accessible and welcoming setting that ensures access to all ground floor classrooms.		Completed	<p>The ground floor throughout the academy is an inclusive environment.</p> <ul style="list-style-type: none"> • Step free reception and fire exits • Floor surfaces are firm, even. • Student accessible toilets

MONITOR AND DEVELOP ACCESS TO THE CURRICULUM				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Ensure Teachers and Teaching Assistants have the necessary training to teach and support disabled students and	<p>CPD routinely focuses on learning and teaching, this includes training in how to support students with disabilities.</p> <p>Classroom are arranged to meet the needs of all students</p>	<p>CPD</p> <p>Guidance from specialists (Eg Specialist Teaching</p>	Ongoing	<p>All Teaching and Teaching Assistants receive appropriate training to effectively support students with disabilities currently enrolled at the school.</p> <p>The learning environment is</p>

classrooms are organised for disabled students.		& Learning Service (STLS) – hearing impaired and physical disability) taken in arranging classrooms for maximum benefit to disabled students.		designed to accommodate the needs of all enrolled students.
Learning outcomes	To ensure all children, including those with SEN, make at least good progress based on their starting points when joining LAO.	Monitoring to focus on adaptations across all mainstream classrooms to ensure all children can access learning and make at least good progress, including those with SEN. Leaders to improve use of quantitative and qualitative data, collating our assessment data in a more concise way to inform not only how individuals are	July 2026 Completion of the IQM- November 2025	Inclusion Quality Mark (Centre of Excellence) Achieved- November 2025.

		making progress but how groups of pupils are closing the gap to their peers.		
Improve attendance	For attendance of pupils with SEN to be monitored closely and show improvement so it is more in line with all pupils	Any actions must be individualised, collaborative, and focus on addressing the root causes of absence, which are often linked to unmet needs, anxiety, or challenges in the school environment. Therefore we need to understand specific barriers (sensory, anxiety, bully, unmet learning needs etc). We can do this using EBSA tools, questionnaires. Work closely with	Improved attendance for pupils with SEN July 2026	

		<p>parents. Collaborate with health services Provide sensory regulation spaces Consider the use of flexible timetables Ensure the curriculum is adapted appropriately - carry out cognitive assessment, if required. Address any anxieties - social stories etc Use of peer mentors to support</p>		
Enrichment	An increased number of pupils with SEN will attend extra-curricular enrichment activities.	<p>Auditing after-school clubs and sports to ensure they are accessible. For example, an increased number of pupils with SEN will attend</p>	<p>Heightened enrichment activity attendance for pupils with SEN.</p> <p>July 2026</p>	

		extra-curricular enrichment activities.		
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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.	Compliance with Web Content Accessibility Guidelines Version 2.1 AA Standard	The website is compliant with the Web Content Accessibility Guidelines version 2.1 A standard <u>Web Accessibility Statement</u>

Delivery of materials in other formats	Teaching staff have an increased understanding of support needs (e.g. additional time requirements) and plan for this. Classroom staff have regard to sensory and physical needs and learning styles of students (e.g. diagrams described and visual aids read aloud) Copies of diagrams and slides available to students.	SEND information available to all staff and further training on implementation and differentiation of curriculum required.	Staff ensure their lessons are fully inclusive.	All students have access to materials tailored to their individual needs