



## Accessibility Plan

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## Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and;
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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.

## Accessibility Plan

Leigh Academies Trust are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that students should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

This Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the academy. Other, outside agencies and specialists have also been consulted. The document will be used to advise other academy planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Plan is structured to complement and support Leigh Academies Trust equality objectives, and will similarly be published on the relevant academy website. We understand that the Local Authority will monitor the academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with the Act.

Leigh Academies Trust is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional 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.

The Accessibility Plan Actions for this academy as listed in *Appendix A*, show how access is to be improved for disabled pupils, staff and visitors to the academy within a given timeframe and anticipate the need to make reasonable adjustments to accommodate their needs where practicable. The Plan contains relevant and timely actions to:

- Monitor and develop access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider

curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe.

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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.

The Accessibility Plan for physical accessibility relates to the Access Audit of the academy in *Appendix B*, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. For curriculum and materials accessibility the Accessibility Plan relates to the Access Audit of the academy in *Appendix C*. The accessibility audits will be completed by the academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

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 published on the school website.

This Accessibility Plan will be monitored through the relevant Governor Committee.

Each academy will work in partnership with Leigh Academies Trust and the Local Authority in developing and implementing this Accessibility Plan.

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 with academy policies, strategies and documents listed in *Appendix D*.

## Aims and Objectives

Our aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment

Our objectives are detailed in the Action Plan on *Appendix A*.

## Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of students already at the school, we collect information on disability as part of our data collection forms that are sent out at the beginning of each academic year. We also liaise with outside agencies and health services involved with students for guidance in relation to equipment and strategies that may need to be used in order to ensure accessibility.

### Physical Environment

Disabled students participate in extracurricular activities. All students are included in lunch times and break times with reasonable adjustments made, if necessary, to ensure that these times of the day are safe, enjoyable and accessible for all. All reasonable adjustments are included to ensure that academy trips are available to all students with risk assessments carried out.

### Curriculum

This Academy ensures that all students of all abilities have full access to the curriculum. Additional teaching aids and interventions are implemented as required to ensure full access.

### Information

Different forms of communication are made available to enable all disabled students to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled students, parents and staff.

### Access Audit

The access audit for the physical environment will take into account the design of the site such as, how many storeys, means of escape, width of corridors, main entrance access, disabled welfare facilities, disabled parking, signage, lighting and other access arrangements. Some academies will require a physical access audit for each separate building. See *Appendix B*. The access audit for the curriculum and materials will include disabled support, lesson design, specialist equipment and staff expertise. See *Appendix C*.

### Management, Coordination and Implementation

Leigh Academies Trust, Governors and Senior Leaders of the academy take responsibility for the academy accessibility plan and will oversee any changes to the physical environment if needed in the future alongside planning for the funding of, or access to, available grants for these changes. We will consult with experts, including those from the Local Authority, when new situations regarding pupils with disabilities are experienced.

Leigh Academies Trust Estates 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.

## Accessibility Plan Actions

Academy: Hundred of Hoo Academy

Date: September 2024

Objective	Priority	Actions	Responsible Person	By When	Date Complete
Review, and implement recommendations of review, accessibility of the academy site for visually impaired students and/or visitors.	High	SEN team to review with specialist, via site walk.	SENCO	End of academic year 2023-24	July 2024
	High	Implement accessibility recommendations from review (e.g. yellow-lining).	Site Team	1 September 2024	1 September 2024
	Low	Establish regular review cycle.	SENCO, DP	October 2025	
Curriculum delivery - the curriculum reflects understanding and tolerance of differences and ability, responding to emergent news.	Medium	Regularly review the existing PSHRE and Form Time provision to ensure responsiveness to community needs, ensuring opportunities for reflection, discussion and learning.	PSHRE lead	September 2024, 2025, 2026	Completed for September 2024, including in-year review.
		Guidance and review from LAT Inclusions Team to influence accessibility, including classroom layouts, being responsive to the needs to students.	DP	As required	
		Classroom staff are trained, with regular updates to training, in responding to student needs, and reasonable adjustments.  Regular updates to training of all staff on digital accessibility tool, Read&Write.	SENCO, T&L lead, Inclusions lead	CPD plan for September 2024, 2025, 2026	Completed for September 2024, including in-year review.
		Migration of all LSPs to Provision Map, to improve staff access to key resources and guidance.	SENCO	September 2025	
Site accessibility for students and staff with a disability	Medium	Disabled toilets are accessible and well maintained.	Site Team	In place	
	High	Ensure all have access to IT resources (IT corridor, due to age of building, does not have lift access).			
	High	New building developments to be fully accessible.	Principal, DP	September 2024 (new Canteen)  September 2025 (new	In place

				block)	
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The Accessibility Plan should be read in conjunction with the following Trust and academy documents:

- [Health & Safety Policy](#)
- [Equal Opportunities Policy \(staff\)](#)
- [Student Equal Opportunities](#)