

## Leigh Academy Halley

### Accessibility Plan 2025-2027

**3-year period covered by the plan: 2025-2027**

Plan agreed: 2025

Plan review: 2027

Lead member of staff: Principal

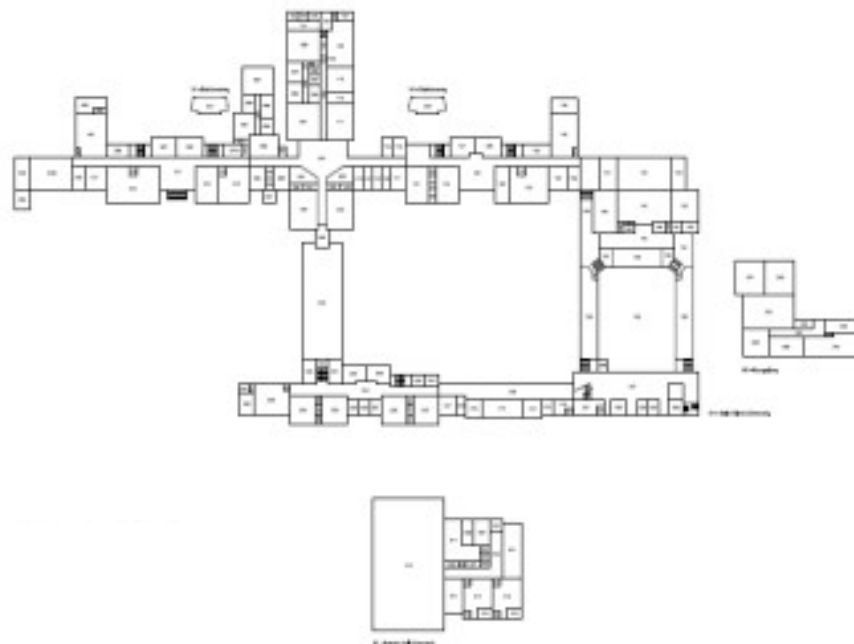
The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DOA) to cover education. Since September 2002, the Governing Board has had three key duties towards disabled pupils, under Part 4 of the DOA:

1. Not to treat disabled pupils less favourably for a reason related to their disability.
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Board of the Academy to ensure maximised access to education for disabled pupils in the three required areas set out in the planning duties in the DOA, by:

- a) Increasing the extent to which disabled pupils can participate in the Academy curriculum.
- b) Improving the environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services.
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the Academy's accessibility plan is resourced, implemented, reviewed, and revised as necessary and reported on annually. Attached is a set of action plans showing how the Academy will address the priorities identified in the plan.



## **The Academy Context**

We are an Academy for boys and girls age range 11 yrs to 18. The Academy comprises six buildings covering a large site, the main building being a four-storey construction.

### **Our aims**

- Embrace a partnership between the Academy and home.
- Offer to each member the opportunity to grow in knowledge fostered through shared values and guidance.
- Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed, or ability.
- Children will be helped to appreciate that they are members of the wider community in its richness and diversity.
- The curriculum will provide a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive Academy (DfES 0774/2001)
- SEN Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act
- Code of Practice for Academies (Disability Rights Commission)
- ISI Inspection

The priorities for the Accessibility Plan for our Academy were originally identified by a planning group that consisted of:

- SEN Governor
- Principal
- SENCO
- Premises Manager
- Business Manager

## Appendix A: Leigh Academy Halley Accessibility Action Plan

| Development Area  | Target   | Strategies  | Outcome  |
|---|--|---|--|
| <b>Curriculum Delivery</b>  | Classrooms are organised for students with a disability  | Guidance from specialists (e.g. Hearing Impaired Service, VISR) used in arranging classrooms for maximum benefit to disabled students.                  | Classrooms to be fully accessible for students with a disability.                                  |
|   | The curriculum reflects an understanding and tolerance of disability   | The schemes of work and wellbeing content incorporate inclusivity. They further reflect opportunities for debate, discussion and learning about others. | Students have increased understanding and will be able to contribute to our inclusive community.   |
|   | Improve ICT provision to support and enhance curriculum delivery for all   | All students to have their own device<br><br>All resources to be uploaded to Google Classroom   | Students are able to access the learning on a device and engage in adapted material independently. |
| <b>Curriculum Delivery/Delivery of materials in other formats</b> | Teaching staff have an increased understanding of support needs (e.g. additional time requirements) and plan for this.<br>Classroom staff have regard to sensory and physical needs and learning styles of students (e.g. diagrams described and visual aids read aloud)<br>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.  |

|   |  |   |  |
|---|--|---|--|
| <b>Academy design incorporates the needs of a student with a disability</b> | Improved accessibility for students with a disability    | Review of accessibility issues and potential obstacles in any proposed changes to layout.                         | Where possible, all areas of the site will be accessible.                          |
|   | Facilities are accessible to students with a disability  | Accessible toilets to remain locked when not required.<br>Designated support staff to have keys to these toilets. | Students are able to use the facilities with ease.                                 |
|   | The needs of hearing impaired students are met           | Regular interventions by Sensory Impairment Service, managed by SENDCo.   | Students are able to access the curriculum as those who are not hearing impaired.  |
|   | The needs of visually impaired students are met          | All areas of the site meet RNIB standards.  | Students are able to access the curriculum as those who are not visually impaired. |
| <b>DDA Compliant Signage</b>  | Signs clear and understandable for the visually impaired | Replacements of signs take into account appropriate colours schemes/size for signs.                               | All signs can be understood by all users onsite.                                   |