

Leigh Academy Wilmington

Accessibility Policy

Last Review Date	Next Review Date
June 2025	June 2028 (3 year review unless major changes to buildings)

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Accessibility Plan

1. This accessibility Plan has been drawn up to reflect the current position of Leigh Academy Wilmington. It reflects the views of the students, parents, staff and governors of the Academy. The new building project was completed in November 2013 and has been designed to meet and supersede all current access and legislated requirements.
2. We are committed to providing 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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Leigh Academy Wilmington plans, over time, to increase the accessibility of provision for all students, staff and visitors to the Academy. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the Academy and physical aids to access education.
 - Increase 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.
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks 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. Action plans relating to these key aspects of accessibility have been prepared. These plans will be reviewed and adjusted on an annual basis.
5. We acknowledge that there is a need for ongoing raising awareness of disability and access, this will include training for staff and governors in the matter of disability discrimination act and the need to inform attitudes on this matter.

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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 and Safety (including site safety)
 - Inclusion
 - Special Educational Needs
 - Behavioural Management
 - Academy Improvement
 - Asset Management
 - Academy Prospectus and its ethos and vision
7. Curriculum policies will address issues of Equality and Diversity.
8. The Academy's complaints procedure covers the Accessibility Plan.
9. The Plan will be monitored by governors.
10. The plan may be monitored by Ofsted as part of their inspection cycle

Appendix A

Leigh Academy Wilmington Accessibility Action Plan

Development Areas	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery	Classrooms are organised for students with disabilities.	Guidance from specialists (eg. Hearing Impairment Service, Autism Service) taken into arranging classrooms for maximum benefit to disabled students.	Monitoring indicates Disability/SEN taken into account, in organising the environment for learning ongoing.	Disabled students are able to access the learning environment more effectively.
	The curriculum reflects understanding and tolerance of disability.	The schemes of work and tutor time projects incorporate an ethos of being all inclusive. They further reflect opportunities for debate and discussion.	Ongoing throughout the year.	Students have a raised awareness of others, their abilities and a highlighted degree of tolerance and understanding.
Curriculum delivery/Delivery of materials in other formats.	IEP targets used by classroom staff and understanding of support needs (eg. additional time requirements in practical work) understood and planned for.	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 nominated students.	Disabled students are able to access the curriculum more effectively.

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	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).			
	Accessibility for disabled students in existing buildings improved.	Review of accessibility issues and obstacles in existing buildings.	Plans drawn up show clearly how disabled access is undertaken.	Issues arising from the design of existing buildings are reduced.
School design for disabled students	Accessibility maximised in plans for new buildings.	Plans for the new Academy campus incorporated accessibility as an integral part of the works.	All new buildings are fully ODA compatible.	Disabled students able to access all physical areas of the new buildings without difficulty
	Signs are clear and understandable for the visually impaired.	Replacement of signs takes account of appropriate colour schemes/size for signs.	New signs clear and updated as required.	

Sean McEvilly April 2024