



Accessibility Plan

Leigh Stationers' Primary Academy

Document title:	Accessibility Plan
Version number:	1
Policy status:	
Date of issue:	Sept 2025
Date to be revised: (3 years)	Sept 2028

Revision Log (last 5 changes)

Date	Version no.	Brief detail of change
Sept 2025	1	Made personal to our school

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.

Appendix A: Accessibility Plan Actions

Academy: Leigh Stationers' Primary Academy

Date: Sept 2025

School Curriculum			
Objective	Actions to be taken	Timescale	Responsibility
To implement and maintain a monitoring system to support pupils with a disability.	Liaise with nursery/pre-school providers to identify pupils who may need different/ additional provision. Maintain a register of children with a disability. Monitor patterns of attendance. Use monitoring information to improve accessibility.	On-going	RE/ SS
To ensure disabled pupils have full access to the school curriculum.	Keep a flexible curriculum to meet pupil needs as school cohort changes. Continue to recognise, identify and meet pupil needs. As pupils needs are identified - purchase appropriate materials, for example- screen magnifier software for the visually impaired. Further develop a range of learning resources that are accessible for children with different disabilities	On-going	MK
To ensure pupils have full access to trips and extra curricular activities.	Monitor participation in off-site activities and residential visits. Use monitoring information to improve accessibility. Risk assessment prior to trips. Plan trips and activities with parents to ensure access. Provide support for pupils to ensure they can access out of hours activities.	On-going	All staff
To ensure staff are appropriately trained.	Ensure that staff are able to identify and manage/ plan for children with disabilities such as dyslexia, ADHD, diabetes etc. Teacher's planning considers the learning needs of all. Teachers, TAs and governors have access to specific training for disability issues.	On-going	MK
To improve children's awareness of disability issues.	PSHE curriculum and assemblies to be used to raise awareness of Disability issues. Planning and teaching includes opportunities to ensure the physical diversity of society is represented.	On-going	RE EC
To establish close liaison with parents and outside agencies for pupils with on-going health needs.	To ensure collaboration and sharing between schools, families and all key personnel.	On-going	MK

Physical Environment			
Objective	Actions to be taken	Timescale	Responsibility
To provide appropriate access to for all users.	Evaluate how space is used in classrooms to ensure children with physical disabilities can move freely within each classroom environment. Consult on an on-going basis of how the building meets the needs of pupils' requirements.	Continuously	Class teachers CB
To ensure pupils and staff are appropriately trained for fire evacuation.	Discuss fire drill assembly point with all visitors and make special arrangements for disabled pupils / visitors / staff. On-going fire evacuation training and practice. Train TA's and staff as required and in preparation of future needs	Continuously	CB
To ensure that disabled adults are considered equally with others for posts in the school.	To welcome all applicants for teaching and TA posts. To encourage all members of the community to consider becoming a Governor.	Continuously	RE

Delivery of information to disabled pupils and parents			
Objective	Actions to be taken	Timescale	Responsibility
To ensure all information is received by children in an appropriate format.	Modify text to suit pupils needs - enlarge print, simplify language, use audio/ICT equipment, speech recognition, provide adult support. Use visual timetables and picture/symbol communication systems as necessary. Use appropriate language and audio information in delivery.	Continuously	Class teachers
To review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when a child is admitted to the school. Ask parents/carers and children about access to information in review meetings.	Continuously	MK/RE

Appendix B: Access Audit - Physical Environments

Academy: Leigh Stationers' Primary Academy

Date: Sept 2025

Question	Answer or n/a	Comment
1. Is there any car parking on site or in the vicinity?	Y	
2. Is there any designated parking for Disabled Parking Badge Holders?	Y	
(a) Does it comply with the standard size and layout?	Y	
(b) How far is the designated parking from the main entrance approximately? (Should be no more than 50m)	Within 50m	
(c) What is the surface of the car park? (gravel, tarmac, etc.)	tarmac	
(d) Is the car park well lit?	Y	
3. Is there a bus stop in the vicinity? (within 50m)	N	
4. Is the route to the main entrance clearly signed?	Y	
(a) Is the route suitable for wheelchair users?	Y	
(b) Are there dropped kerbs where necessary?	Y	
(c) Is this route suitably lit?	Y	
5. Is the main entrance level, ramped or stepped?	N	
(a) If stepped, are there handrails on both sides?	n/a	
(b) Are the nosings colour contrasted? (rounded edge of steps)	n/a	
(c) Is there a tactile warning strip at the top?	n/a	
(d) What is the rise of the steps?	n/a	
(e) What is the going of the steps? (horizontal distance between the face of the first and last risers)	n/a	
(f) How many steps in a flight?	n/a	
(g) Is there a ramp alongside the steps?	n/a	
(h) What is the gradient of the ramp?	n/a	
(i) What is the length of the ramp?	n/a	
(j) Is there a level platform at the top of the ramp?	n/a	
6. Is the entrance door automatic or manual?	manual	
7. Does at least one door give a minimum clear opening width of	Y	

800mm?		
8. Is the door furniture at a reasonable height and colour contrasted from the frame? (1400mm from ground level)	Y	
(a) If there is a doorbell or entry system, is it at a reasonable height? (1200mm from ground level)	Y	
(b) Is the entrance mat of firm texture and flush with the floor?	Y	
(c) Is there a vision panel at wheelchair level?	Y	
9. Is at least part of the reception desk at a wheelchair accessible height?	Y	
(a) Is there a hearing induction loop or other amplifying device fitted in reception?	?	
(b) Is there any seating in the waiting area?	Y	
(c) If yes, is there a mix of seats with arms and seats without arms?	Y	
(d) Is there space for a wheelchair user to wait?	Y	
10. Is all the ground floor accessible?	Y	
11. Is there a lift in the building?	N	
(a) Is it a full passenger lift?	-	
(b) If a passenger lift does it comply with Part M regulations? (2m wide by 1.4m deep)	-	
(c) Is it a platform stair lift?	-	
(d) Is it a platform lift?	-	
12. Is the staircase suitable for ambulant disabled people? (wide range of disabilities who are not regular wheelchair users)	-	
(a) What is the rise of each step? (Height)	-	
(b) What is the going of each step? (Depth)	-	
(c) Are the nosing of each step colour contrasted? (Rounded edge of step)	-	
(d) How many steps in each flight?	-	
(e) Are there any intermediate landings?	-	
(f) Are the handrails continuous on both sides?	-	
(g) Do the handrails extend 300mm past the top and bottom steps?	-	
13. Do all internal doors give a minimum clear opening width of 750mm?	Y	
14. Is the door furniture at a reasonable height?	Y	

(a) Is there a vision panel at a wheelchair height?	Y	
15. Are there any internal ramps in the building?	N	
(a) If yes, what are the gradients?		
(b) What are the lengths of the ramps?		
(c) Are handrails on the ramps		
16. Is there a wheelchair accessible WC cubicle?	Y	
(a) Does it comply with the minimum dimensions of 2000mm x 1500mm?	Y	
(b) Does it comply with the dimensions in BS 8300 2200mm x 1500mm	Y	
(c) Are the grab-rails colour contrasted from the background?	N	
(d) Are the hand washing and drying facilities within easy reach of anyone sitting on the WC?	Y	
(e) Is there an emergency pull-cord that reaches down to the floor?	Y	
17. Is there a textphone in the building? (landline phone that has a keyboard and display screen)	Y	
18. Is there a public telephone?	N	
(a) Is it at a reasonable height for wheelchair users? (card or coin slot 1200mm from floor level)		
(b) Does it have an acoustic hood?		
19. Is the main hall fitted with a hearing induction loop?	N	
20. If kitchen facilities are available are they at a wheelchair accessible height?	Y	

Appendix C: Access Audit - Curriculum and Materials

Academy: Leigh Stationers' Primary Academy

Date: Sept 2025

Section A - Curriculum

Question	Answer or n/a	Comment
Do you ensure that teachers & teaching assistants have the necessary training to teach and support disabled pupils?	Y	Staff attend training relevant to pupil needs
Are your classrooms optimally organised for disabled pupils?	Y	
Do lessons provide opportunities for all pupils to achieve?	Y	
Are lessons responsive to pupil diversity?	Y	
Do lessons involve work to be done by individuals, pairs, groups & the whole class?	Y	
Are all pupils encouraged to take part in music & physical activities?	Y	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Y	When needed
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Y	
Do you provide access to computer technology appropriate for students with disabilities?	Y	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y	
Are there high expectations of all pupils?	Y	
Do staff seek to remove all barriers to learning and participation?	Y	

Section B - Materials

Question	Answer or n/a	Comment
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Y	
Do you have the facilities such as ICT to produce written information in different formats?	Y	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Y	

Appendix D: Policies, Strategies and Documents

Academy: Leigh Stationers' Primary Academy

Date: Sept 2025

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](#)