



Leigh Academy Strood

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Revision Log

Date	Version no.	Brief detail of change
07/11/2025	4	New LAT Template
29/09/2025	3	Updated action plan and access audit
15/07/2024	2	Action Plan update
16/07/2023	1	Action Plan update

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 Strood 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 Strood 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
- Equality & Diversity Policy
- Supporting students with medical needs Policy
- Special Educational Needs Policy
- Behaviour Policy
- Inclusion Policy
- Admissions Policy
- Attendance Policy
- Curriculum Policy
- Staff Development Policy
- Premises Management Policy
- Health & Safety



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IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
To install hearing loops 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, 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.	
Leigh Academy Strood will continue to incorporate current physical accessibility levels in all areas of the	There is total physical accessibility for students, staff and visitors. This includes automatic doors at reception and passenger lifts at both ends of the building. Disabled toilets are situated on all floors including a disabled visitors toilet by reception. There are disabled parking bays at the front and rear of the building with	Review of physical accessibility issues are carried out during premises inspections to ensure that the academy remains fully compliant.	Completed	The academy building retains fully compliant status with the Equality Act 2010.



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building and when any refurbishment works take place.	even level access to the building.			
Accessible Signage	There is accessibility signage around the building that complies with the Equality Act 2010	Any new signage required must remain compliant with the Equality Act 2010.	Completed	The academy building retains fully compliant status

MONITOR AND DEVELOP ACCESS TO THE CURRICULUM				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Curriculum delivery for practical lessons	Height adjustable work stations for physically disabled students will be installed to ensure all students can participate in practical lessons	Height adjustable desks offer a platform accessible to all users	Students who use a wheelchair will be able to fully participate in practical lessons.	There is a height adjustable work station available for wheelchair users in Food Technology.
Curriculum delivery students	Classrooms are organised for students with a hearing or sight disability	Guidance from specialists (e.g.	Monitoring indicates Disability/SEN taken into account in organising	All students on roll are able to fully access classrooms and



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with hearing and/or visual impairments		Hearing, sight Impaired Service, VISR) used in arranging classrooms for maximum benefit to disabled students.	the environment for learning.	the delivery of the curriculum
Students understanding	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. Ongoing throughout the year	Students have a raised awareness of others, their abilities and an enhanced degree of tolerance and understanding.



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IT Curriculum delivery	Improve ICT provision to support and enhance curriculum delivery for all	All students to have their own device All resources to be uploaded to Google Classroom	Students are able to access the learning on a device and engage in soft-differentiation independently.	All students have access to their own device
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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,	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>



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		deafness or impaired hearing and also those who struggle to read English, have complete access to the information we provide.		
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