



Sir Geoffrey Leigh
Academy

Sir Geoffrey Leigh Academy

Accessibility Plan 2025-2027

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

Plan agreed: 2025

Plan review: 2027

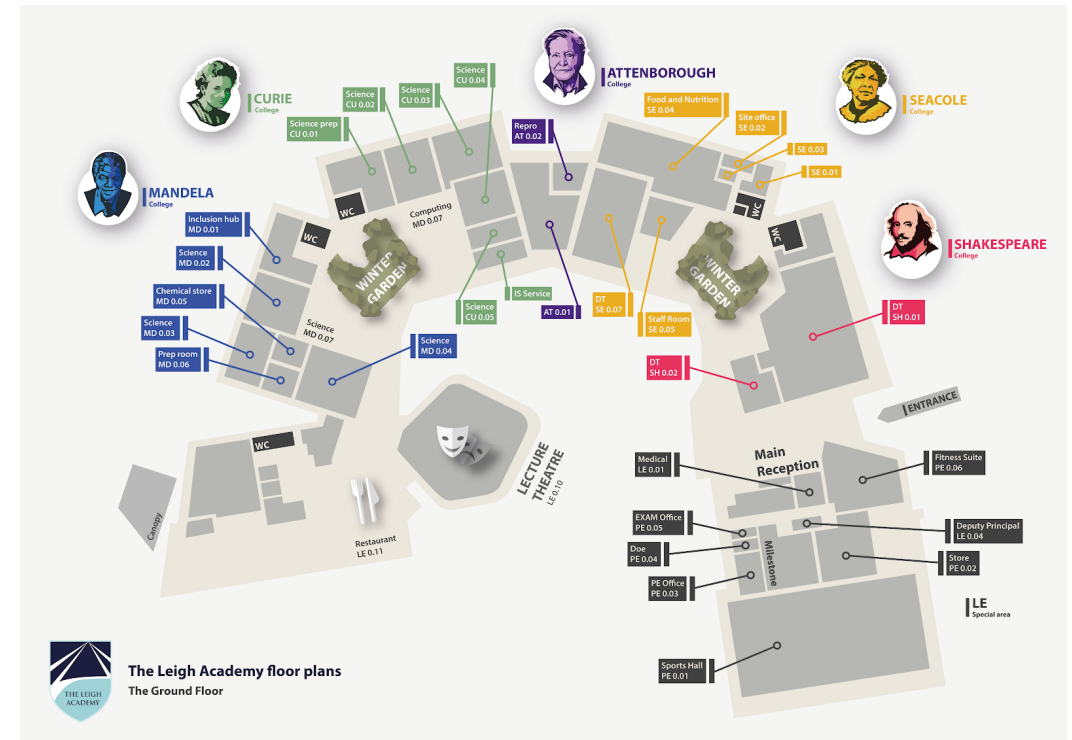
Lead member of staff: Principal/Deputy

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 students, under Part 4 of the DOA:

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

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

- a) Increasing the extent to which disabled students can participate in the Academy curriculum.
- b) Improving the environment of the academy to increase the extent to which disabled students can take advantage of education and associated services.
- c) Improving the delivery to disabled students of information, which is provided in writing for students 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 to 18 years old. The academy comprises one large connected building covering a large site, the main building being a three 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
- Facilities Manager
- Deputy Principal

Appendix A: Sir Geoffrey Leigh Academy Accessibility Action Plan

Development Area	Target	Strategies	Outcome
Curriculum Delivery	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. Lifts offer access to required zones in the academy.
	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 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.
Curriculum Delivery/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 of their students. 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.
Academy design	Improved accessibility for students with a	Review of accessibility issues and	Where possible, all areas of the

incorporates the needs of a student with a disability	disability	potential obstacles in any proposed changes to layout.	site will be accessible.
	Facilities are accessible to students with a disability	Accessible toilets to remain locked when not required. 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 and Hearing Impaired Lead Teacher.	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.
DDA compliant signage	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.