



Leigh Academy Mascalls

Document title:	Accessibility Plan
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Revision Log

Date	Version no.	Brief detail of change
2024	1	Implementation
October 2025	2	Following review of the physical environment and change to LAT Accessibility Plan template.

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 current Action Plan will be appended to this document.

Aims

Leigh Academy Mascalls 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 Mascalls, 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



Accessibility Action Plan

October 2025

IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Improve accessibility to all external doors, pathways and outside areas around the ground floor.	Address uneven pavers on pathways and at the entrance to reception	Thoroughly assess the financial investment and estimated timeline required to rectify all identified accessibility challenges and impediments within the current physical structures and surrounding grounds.	LAT Project will complete a scoping and budgeting exercise to determine likely cost, duration and impact of identified works. Once completed the project will be risk assessed and, if appropriate, included for consideration for future SCA funding inline with published protocols This will ensure that funding is secured and that the work is completed when available.	The reception area is now compliant for all users, including those who use wheelchairs or have a physical disability, following the completion of the necessary work.
1st and 2nd floors are not accessible in F block, C block, J and H block due	To provide access to all classrooms and provision for students, staff and visitors with physical disabilities.	Lift installation is not currently a foreseeable affordable capital expenditure due to existing physical limitations and	Any future development and major refurbishment projects will assess the physical and financial viability of including the installation of lifts.	Currently any students with a disability are all able to access their classrooms and are timetabled to ensure this is the case.



<p>to lack of lifts.</p>		<p>listed status of the building and the probable financial cost. Students are timetabled according to accessibility on the ground floor, of which all buildings are accessible.</p>		
<p>To install a hearing loop in the main reception area and main hall.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p>Accessibility signage Signs are clear and understandable for the visually impaired.</p>	<p>Signs are clear and understandable for the visually impaired.</p>	<p>Replacement of signs takes account of appropriate colour schemes / size for signs.</p>	<p>Any new signage remains clear and understandable for the visually impaired</p>	<p>Add signage remains clear and understandable for the visually impaired</p>



ACCESS TO THE CURRICULUM				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
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.	All students on roll are able to fully access their timetabled classrooms and extra curricular activities.
	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.	Mapped through our PSHE programme



	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 creating a truly inclusive environment for the digital literacy of each of our students.	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, deafness or impaired hearing and also those who struggle to read English, have complete access to the information we provide.	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>



<p>Delivery of materials in other formats</p>	<p>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.</p>	<p>SEND information available to all staff and further training on implementation and differentiation of curriculum required.</p>	<p>Staff ensure their lessons are fully inclusive and adaptive practice is in place.</p>	<p>All students have access to materials tailored to their individual needs</p>
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