

Accessibility Plan

Leigh Academy Cherry Orchard

Document title:	Accessibility Plan for Leigh Academy Cherry Orchard
Version number:	1.0
Policy status:	Live
Date of issue:	01/09/2025
Date to be revised: (3 years)	01/09/2028

Revision Log (last 5 changes)

Date	Version no.	Brief detail of change

Part of the LEIGH ACADEMIES TRUST

Accessibility Policy

Introduction

Under the Equality Act 2010 schools must 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 Academy Cherry Orchard 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.

1. 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.
2. The Accessibility Plan is structured to complement and support Leigh Academy Cherry Orchard 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.
3. Leigh Academy Cherry Orchard 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.
4. The Accessibility Plan Actions for Leigh Academy Cherry Orchard 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:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits — it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils 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 school and physical aids to access education within a reasonable timeframe;
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Leigh Academy Cherry Orchard Accessibility Plan relates to the key aspects of physical environment, curriculum and written information
 6. 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.
 7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - a. Asset Management Plan
 - b. Behaviour Management Policy
 - c. Curriculum Policy
 - d. Critical Incident Support Plan
 - e. Equal Opportunities Policy
 - f. Health & Safety Policy
 - g. Equality Plan
 - h. School Prospectus
 - i. School Improvement Plan
 - j. Special Educational Needs Policy
 - k. Staff Development Policy
 8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, 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. An accessibility audit will be completed by the school 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.
 9. 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.
 10. The Accessibility Plan will be published on the school website

11. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.
12. The school will work in partnership with the LAT and the Local Authority in developing and implementing this Accessibility Plan.
13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.
14. 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 children 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 pupils participate in extracurricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; reasonable adjustments are made in order not to isolate an individual. For example transport is provided for disabled pupils in order that they can access after school clubs and school trips.(Minibus) There are very few parts of the school to which disabled pupils have limited or no access at the moment.

Curriculum

Leigh Academy Cherry Orchard is dedicated to inclusive education, ensuring that all children, regardless of ability, background, or special educational need (SEN), are fully integrated into and have comprehensive access to the entire curriculum.

This commitment is realised through a system of differentiated and adapted instruction meaning lessons and materials are proactively designed to meet a wide range of learning styles and needs from the outset.

To guarantee full and equitable access, a variety of additional teaching aids and support mechanisms are strategically implemented as required. These aids are determined through individual needs assessment and may include:

- **Human Support:** Deployment of Teaching Assistants (TAs) to provide targeted small-group or one-to-one support.

- **Technological Aids:** Utilisation of assistive technology, such as text-to-speech software, specialised keyboards, hearing loops, or visual communication devices.
- **Curriculum Modification:** Providing adapted materials, including simplified language versions, larger print textbooks or visual schedules and social stories.
- **Environmental Adjustments:** Making necessary physical modifications to the classroom or learning environment, such as preferential seating, quiet work stations, or sensory breaks.

The effectiveness of these aids is regularly reviewed to ensure that every student can successfully engage with, progress through, and achieve the expected outcomes of the curriculum.

Information

Different forms of communication are made available to enable all disabled pupils 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 pupils, parents and staff.

Access Audit

The school is two storey with Pre-school/EYFS/KS1 on the ground floor and KS2 on the upper floor. Both floors have wide corridors and several access points from outside. The hall is accessible to all. On-site car parking for staff and visitors includes two dedicated disabled parking bay. The main entrance features a secure lobby area with the reception desk being fully accessible to wheelchair users. The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

Leigh Academy Trust, the Governors and Senior Leadership Team of Leigh Academy Cherry Orchard 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 Academy Cherry Orchard

Date: September 2025

Objective	Priority	Action	Responsible Person	By When	Date Complete
To ensure all children, including those with SEN, make at least good progress based on their starting points when joining LACO.	Medium	Monitoring to focus on adaptations across all mainstream classrooms to ensure all children can access learning and make at least good progress, including those with SEN. Leaders to improve use of quantitative and qualitative data, collating our assessment data in a more concise way to inform not only how individuals are making progress but how groups of pupils are closing the gap to their peers.	SLT	July 2026	
Regular staff training on adapting teaching and interactions to ensure sustained improvements in pupil learning and well-being.	Medium	Develop and embed new CPD programme to include implementation of StepLab platform and coaching for all teachers and all staff training sessions on Wednesday afternoons (beginning January 2026) CPD planned to include training for all classroom based staff on adaption and supporting learners effectively The school will be working towards the IQM, gathering the evidence required for each of the eight elements by the use of working parties across the school.	SLT	July 2026	.
For attendance of pupils with SEN to be monitored closely and show improvement so it is more in line with all pupils	High	Any actions must be individualised, collaborative, and focus on addressing the root causes of absence, which are often linked to unmet needs, anxiety, or challenges in the school environment. Therefore we need to understand specific barriers (sensory, anxiety, bully, unmet learning needs etc). We can do this using EBSA tools, questionnaires. Work closely with parents. Collaborate with health services Provide sensory regulation spaces Consider the use of flexible timetables Ensure the curriculum is adapted	EN	July 2026	

		appropriately - carry out cognitive assessment, if required. Address any anxieties - social stories etc Use of peer mentors to support			
To ensure that the children in our SRP with the most significant level of needs make good progress from their starting points	Medium	A review of how the SRP provision is used, including the entry and exit criteria and description criteria for the different pathways children follow (roots, trunk, branches etc) Tighter mapping of the SRP curriculum pathways to demonstrate how pupils' learning is adapted from mainstream expectations.	VA ZB	July 2026	
Increase the availability of written material in alternative formats	Medium	Investigate services available for converting written information into alternative formats so that if required the academy can meet the needs of individual students, parents and visitors	Office Manager	July 2026	
Improve the ability of teachers to adapt the curriculum	High	CPD to include training on adaptation	Vice Principal/SE NCO/CA	December 2025	

Appendix B: Access Audit - Physical Environments

Academy: Leigh Academy Cherry Orchard

Building:

Date:

Question	Answer or n/a	Comment
1. Is there any car parking on site or in the vicinity?	YES	
2. Is there any designated parking for Disabled Parking Badge Holders?	YES	
(a) Does it comply with the standard size and layout?	YES	
(b) How far is the designated parking from the main entrance approximately? (Should be no more than 50m)	20M	
(c) What is the surface of the car park? (gravel, tarmac, etc.)	Tarmac/ paving	
(d) Is the car park well lit?	YES	
3. Is there a bus stop in the vicinity? (within 50m)	YES	On street in front of school
4. Is the route to the main entrance clearly signed?	YES	Large sign outside
(a) Is the route suitable for wheelchair users?	YES	There is a ramp that leads to the school

(b) Are there dropped kerbs where necessary?	YES	
(c) Is this route suitably lit?	YES	
5. Is the main entrance level, ramped or stepped?	YES	Stepped & ramped
(a) If stepped, are there handrails on both sides?	YES	On both sides
(b) Are the nosings colour contrasted? (rounded edge of steps)	YES	Black nosing on cream steps
(c) Is there a tactile warning strip at the top?	YES	Ribbed slabs
(d) What is the rise of the steps?	150mm	
(e) What is the going of the steps? (horizontal distance between the face of the first and last risers)		Riser is - 17.2cm Tread is 29.2cm
(f) How many steps in a flight?	6	
(g) Is there a ramp alongside the steps?	YES	
(h) What is the gradient of the ramp?		Low gradient ramp
(i) What is the length of the ramp?		4 meters
(j) Is there a level platform at the top of the ramp?		NO
6. Is the entrance door automatic or manual?		Automatic
7. Does at least one door give a minimum clear opening width of 800mm?	YES	
8. Is the door furniture at a reasonable height and colour contrasted from the frame? (1400mm from ground level)	YES	
(a) If there is a doorbell or entry system, is it at a reasonable height? (1200mm from ground level)	NO	No entry system on main entrance.
(b) Is the entrance mat of firm texture and flush with the floor?	YES	
(c) Is there a vision panel at wheelchair level?	YES	
9. Is at least part of the reception desk at a wheelchair accessible height?	YES	
(a) Is there a hearing induction loop or other amplifying device fitted in reception?	NO	
(b) Is there any seating in the waiting area?	NO	
(c) If yes, is there a mix of seats with arms and seats without arms?	N/A	
(d) Is there space for a wheelchair user to wait?	YES	
10. Is all the ground floor accessible?	YES	
11. Is there a lift in the building?	YES	
(a) Is it a full passenger lift?	YES	
(b) If a passenger lift does it comply with Part M regulations?	N/A	

(2m wide by 1.4m deep)		
(c) Is it a platform stair lift?	N/A	
(d) Is it a platform lift?	N/A	
12. Is the staircase suitable for ambulant disabled people? (wide range of disabilities who are not regular wheelchair users)	YES	2 Handrails an platforms as it turns
(a) What is the rise of each step? (Height)		150mm
(b) What is the going of each step? (Depth)		
(c) Are the nosing of each step colour contrasted? (Rounded edge of step)	YES	Light Grey
(d) How many steps in each flight?	13	
(e) Are there any intermediate landings?	2	
(f) Are the handrails continuous on both sides?	YES	
(g) Do the handrails extend 300mm past the top and bottom steps?	YES	
13. Do all internal doors give a minimum clear opening width of 750mm?	YES	
14. Is the door furniture at a reasonable height?	YES	
(a) Is there a vision panel at a wheelchair height?	YES	2X Top and bottom of door
15. Are there any internal ramps in the building?	NO	
(a) If yes, what are the gradients?	N/A	
(b) What are the lengths of the ramps?	N/A	
(c) Are handrails on the ramps	N/A	
16. Is there a wheelchair accessible WC cubicle?	YES	
(a) Does it comply with the minimum dimensions of 2000mm x 1500mm?	YES	
(b) Does it comply with the dimensions in BS 8300 2200mm x 1500mm	YES	
(c) Are the grab-rails colour contrasted from the background?	YES	
(d) Are the hand washing and drying facilities within easy reach of anyone sitting on the WC?	YES	
(e) Is there an emergency pull-cord that reaches down to the floor?	YES	
17. Is there a textphone in the building? (landline phone that has a keyboard and display screen)	NO	
18. Is there a public telephone?	NO	
(a) Is it at a reasonable height for wheelchair users? (card or	N/A	

coin slot 1200mm from floor level)		
(b) Does it have an acoustic hood?	N/A	
19. Is the main hall fitted with a hearing induction loop?	YES	
20. If kitchen facilities are available are they at a wheelchair accessible height?	YES	

Appendix C: Access Audit - Curriculum and Materials

Academy:

Date:

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?	Yes	
Are your classrooms optimally organised for disabled pupils?	Yes	
Do lessons provide opportunities for all pupils to achieve?	Yes	
Are lessons responsive to pupil diversity?	Yes	
Do lessons involve work to be done by individuals, pairs, groups & the whole class?	Yes	
Are all pupils encouraged to take part in music & physical activities?	Yes	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Yes	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes	
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?	Yes	
Do you provide access to computer technology appropriate for students with disabilities?	Yes	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Yes	
Are there high expectations of all pupils?	Yes	
Do staff seek to remove all barriers to learning and participation?	Yes	

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?	Yes	
Do you have the facilities such as ICT to produce written information in different formats?	Yes	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes	

Appendix D: Policies, Strategies and Documents

Academy:

Date:

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](#)
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