

Leigh Academy Cherry Orchard Accessibility Plan

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Revision Log (last 5 changes)

Date	Version no.	Brief detail of change
September 2025	1.0	Implementation
November 2025	1.1	Changes made to reflect the new LAT template and clear action plan.

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 Cherry Orchard 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 Cherry Orchard, 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
- Equal Opportunities Policy
- Supporting students with medical needs Policy
- Special Educational Needs Policy
- Child Protection Policy
- Behaviour Policy
- Admissions Arrangements
- Attendance Policy
- Assessment Policy
- Health & Safety
- Staff Development



Leigh Academy Cherry Orchard Accessibility Action Plan

September 2025

IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Leigh Academy Orchard Primary is committed to maintaining current physical accessibility standards throughout the building, ensuring these levels are incorporated in all areas, and addressed during any future refurbishment projects.	<p>The school provides full physical accessibility for all students, staff, and visitors. Key features include:</p> <ul style="list-style-type: none">• A wheelchair-height intercom and automatic door at the main reception.• A reception desk accessible for wheelchair users.• Three disabled toilets: one in the reception area and two others located within the school.• A mechanical lift providing access to upper floors.• All floors are level.• Clear signage is present throughout the building.	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

MONITOR AND DEVELOP ACCESS TO THE CURRICULUM

Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Learning outcomes	To ensure all children, including those with SEN, make at least good progress based on their starting points when joining LACO.	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.	July 2026	
Staff training	Regular staff training on adapting teaching and interactions to ensure sustained improvements in pupil learning and well-being.	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. July 2026	

Improve attendance	For attendance of pupils with SEN to be monitored closely and show improvement so it is more in line with all pupils	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 6 of 13 appropriately - carry out cognitive assessment, if required. Address any anxieties - social stories etc Use of peer mentors to support	Improved attendance for pupils with SEN July 2026	
Outcomes for children in our SRP	Children in our SRP with the most significant level of needs make good progress from their starting points.	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.	We can demonstrate that children in our SRP has made good progress from their starting points July 2026	

Staff training	Improve the ability of teachers to adapt the curriculum	CPD to include training on adaptation	Staff receive and are able to demonstrate adaptive teaching. December 2025	
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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 Completed	The website is compliant with the Web Content Accessibility Guidelines version 2.1 A standard <u>Web Accessibility Statement</u>
Delivery of materials in other formats	Increase the availability of written material in alternative formats.	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	Staff ensure their lessons are fully inclusive. Completed	All students have access to materials tailored to their individual needs