

Leigh Academy Bexley

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Revision Log

Date	Version no.	Brief detail of change
September 2025	1	Implementation
November 2025	2	Update to 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 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 Bexley 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 Bexley, 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 Act
- Supporting students with medical needs Policy
- SEND Policy
- Behaviour Policy
- Admissions Policy
- Attendance Policy
- Premises Management Policy
- Health & Safety

Leigh Academy Bexley Accessibility Action Plan

November 2025

IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
The Sixth Form (Woburn College) and Art classrooms are currently inaccessible to students with a physical disability as there are no passenger lifts serving that part of the building.	To provide access and provision to the 6th form centre for students, staff and visitors with a physical disability.	Lift installation or changes are not currently a foreseeable affordable capital expenditure due to existing physical limitations of the building and the probable financial cost.	Any future development and major refurbishment projects will assess the physical and financial viability of including the installation of lifts.	Only likely in association with major property refurbishment. Any student with a physical disability will be moved to the LEC-curriculum and can be accessed via google classroom using a Chromebook.
The two other lifts in the main building do not comply with the clear opening	To provide access to upper floor classrooms for students and staff who use a wheelchair.	Changes to lifts are not currently foreseeable affordable capital expenditure due to	Any future development and major refurbishment projects will assess the physical and financial viability of including the installation of lifts.	Only likely in association with major property refurbishment. Any student who uses a

IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT

Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
width of 800mm required by the Equality Act 2010 which could cause inaccessible access for students and staff using a wheelchair.		existing physical limitations of the building and the probable financial cost.		wheelchair will be moved to the LEC-curriculum and can be accessed via google classroom using a Chromebook.
To create a designated accessible parking space by reception.	The parking space close to reception has clear signage to become a designated disabled parking space.	Repainting of the parking space so signage is clear.	January 2026	There is a designated disabled parking space for sports hall access and staff parking.
To install a hearing loop (auxiliary aid) 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 halls.	Once the hearing loop is installed, the Reception Staff and Facilities Team will be trained on how to use the system and how to check it is working.	<p>LAT Projects 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.</p> <p>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>	

IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT

Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
There is not a visitors' toilet or disabled toilet available by the main reception. However, visitors will be escorted to the nearest facility.	Build a disabled toilet in an area close to reception so disabled students, staff and visitors have equal access to suitable facilities upon arrival.	Building a disabled toilet in the reception area is not a foreseeable capital expenditure due to existing physical limitations and the probable financial cost.	Any future development and major refurbishment projects will assess the physical and financial viability of including a disabled toilet in reception.	Only likely in association with major property refurbishment.
To ensure that Reception is accessible for all stakeholders with a physical disability.	Reception has an entry system that is accessible for wheelchair users with an automatic door. The reception area has room for wheelchair users to wait and the reception desk is wheelchair height compliant. There is seating available but none with arm support. Reception is clear of main circulation routes.	Move the existing doorbell panel lower to meet the required standards.	Completed.	Reception is compliant for physical accessibility and is well lit and has a clear opening.
Accessible ground floor including the dining hall, main hall, classrooms, offices, first aid room and sports hall.	There is an established, accessible and welcoming setting that ensures full access to all ground floor classrooms.	All flooring and doorways comply with the Equality Act 2010.	Completed.	<p>The ground floor throughout the academy is an inclusive environment.</p> <ul style="list-style-type: none"> ● Step free reception and fire exits ● Floor surfaces are firm, even. ● Double doors in corridors ● Student accessible toilets

IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT

Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Specialist Resource Provision (SRP)	To provide specialised support for students with educational needs and disabilities (SEND).	The provision offers a mix of mainstream access and specialist intervention, allowing students to build skills in areas like communication, social interaction and independent learning.	Completed.	Specialist support is provided.

MONITOR AND DEVELOP ACCESS TO THE CURRICULUM

Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Curriculum delivery for practical lessons	Height adjustable desks for physically disabled students are installed to ensure all students can participate in practical lessons.	Students who use a wheelchair are fully able to participate in practical lessons.	Any future development and classroom refurbishment projects will assess the physical and financial viability.	All students currently on roll can access practical curriculum lessons.
Curriculum delivery students with hearing and/or visual impairments	Classrooms are organised for students with a hearing or sight disability.	Guidance from specialists (e.g. Hearing, sight Impaired Service, VISR) used in arranging classrooms for	Monitoring indicates Disability/SEN taken into account in organising the environment for learning.	All students on roll are able to access the full curriculum based on their needs.

MONITOR AND DEVELOP ACCESS TO THE CURRICULUM

Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
		maximum benefit to disabled students.		
All students upon entry to the academy should have a broad and varied curriculum that is accessible based on their needs.	Every student has access to a full curriculum that they need so they can reach their full potential.	Develop a bespoke curriculum pathway in conjunction with adaptive teaching strategies to meet the needs of pre key stage learners.	All students' needs are met.	All students on roll are able to fully access classrooms and the delivery of the curriculum.
To ensure parity in capturing work and progress for students who require constant use of a Chromebook across the curriculum	Develop and launch digital exercise books.	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.	All students have access to their own device.

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>
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.