



Accessibility Policy

September 2025

Date of next review: September 2026

ACCESSIBILITY PLAN

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act in 2010.

DEFINITION OF DISABILITY

According to the Equality Act 2010 a person has a disability if

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities with regard to disability and developing a culture of inclusion, support and awareness throughout the academy for pupils with a physical disability, hearing/sight impairment and learning impairment.

The academy recognises its duty in complying with all disability and equal opportunities legislation:

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and extracurricular activities
- Not to treat disabled students less favourably

- To take all reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage. -
- To publish an accessibility plan

Leigh Academy Paddock Wood is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Leigh Academy Paddock Wood Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the academy within a given timeframe.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary.
- 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.

Contextual Information

Leigh Academy Paddock Wood is a single level building. All doors are wide enough to accommodate wheelchairs. Our EYFS building does have steps to the individual classrooms, but also an accessible ramp to allow access into the building. There is a disabled parking bay in front of the school. There are also disabled toilets for disabled pupils.

ACCESS TO THE CURRICULUM

At Leigh Academy Paddock Wood teachers complete the assess, plan, do review cycle to ensure the correct level of support and personalised teaching is provided for children with additional needs to ensure fair access to the curriculum;

- Increase access to the curriculum for pupils with any form of disability or additional need that causes them barriers to learning, 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 academy such as participation in a outer-school clubs, leisure and cultural activities or academy's 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;
- Medical advice will directly inform the practice and decide what adaptations can be made for children with specific mental and/or physical impairments to ensure they have access to academy.
- The Inclusion Leader will coordinate the support and advice from outside agencies to help inform the practice and provision in the academy.
- Activities and academy trips are available to all pupils.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- When appropriate, the teacher will communicate with parents of children with additional needs to ensure appropriate risk assessments are completed prior to academy trips. Once complete, these will be checked and authorised by the Inclusion Leader. .
- Where appropriate extra staffing may need to be provided for children with additional or special

educational needs.

- The academy is committed to putting in place appropriate provision to match the learning needs of all pupils with SEND status to enable them to access all levels of the curriculum.
- Teachers will ensure a positive relationship between the parents and carers of all children in their class. This is particularly prevalent for children with additional needs or SEND. Parents are encouraged to raise concerns with teachers in the first instance. Teachers then have support from the Inclusion Manager to decide the correct level of provision. When a child is either on the monitoring or SEN register the Inclusion Lead will also (where appropriate) have direct contact with parents to ensure the child is supported appropriately during their time at Leigh Academy Paddock Wood.
- All teachers are responsible for the teaching and provision of children with SEND under the direction of the Inclusion Manager.
- Any necessary support and provision identified at transition is implemented as soon as pupils with SEND join the academy in EYFS.
- Every child on the SEND register will have a review 3 times a year. In addition to this children are discussed in detail at pupil progress meetings with the Inclusion Leader and other members of the SLT.
- All the needs of pupils with SEND status and subsequent appropriate provision are communicated to staff on the SEND register; changes to the SEND register are communicated immediately.

The academy uses a tiered support structure, referred to as 'quality first teaching strategies' to meet the majority of children's needs. If the child's needs are not fully met through this they would then go on to the next tier of support which is class provision maps. If further support is required they would have a personalised plan in place/outside agency involvement and if applicable go through the EHCP process.

When a child's special educational needs result in them not accessing the curriculum of their chronological age group (in extreme cases) the Inclusion Leader meets with the parents and teacher to arrange an action plan, this may be moving to specialist placement.

ACCESS TO THE PHYSICAL ENVIRONMENT

Reasonable adjustments are made in the application of policies to ensure disabled students, parents and visitors to the academy are not treated unfavourably;

On starting at Leigh Academy Paddock Wood, the Inclusion Lead and relevant teacher will ensure they have gained sufficient information from the parents or the previous setting to ensure appropriate adaptations are made prior to a child with additional needs starting at the academy.

- All classrooms and specialist teaching areas are accessible to all pupils.
- Toilet provision throughout the academy is adequate and there are sufficient accessible toilets in the foundation stage building and in each key stage area of the school.
- Safe routes via ramps exist on the site.
- A number of doors have been adapted to ease access.
- Emergency evacuation routes have been identified and procedures implemented.
- The reception area has been adapted to accommodate the needs of disabled visitors to the academy.
- Where improvements can be made to aid the physical navigation around the site of the academy for disabled pupils the academy will endeavour to meet this recommendation.
- Disabled pupils in the academy who have an Education Health and Care Plan have their individual physical needs formally assessed on an annual basis at the EHCP review.
- All buildings are on the ground floor only.

WRITTEN INFORMATION

Leigh Academy Paddock Wood is committed to improving the delivery of information which is provided in writing to students, parents and visitors to the academy;

- 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 academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.
- The Class teacher will assess and provide overlays & coloured paper for students who have been diagnosed with Irlen Syndrome or for children with dyslexia if deemed beneficial.
- Children with literacy learning difficulties, dyslexic tendencies or a diagnosis of dyslexia may require additional adult support to be put in place to enable them to access all written information both in class and in examination situations
- Pupils who have difficulties in presenting work that is legible are supported to improve their handwriting by the staff working with them.
- Pupils who require the use of a laptop for writing heavy subjects will be able to use IT in their Public Examinations as an Access Arrangement if this becomes their 'normal way of working'
- Information is shared with parents (where appropriate) in both paper and electronic format. This includes, personalised plans, SEN in-year review meeting minutes and other personalised resources made specifically for their child.

Please refer to the SEND policy and SEND information report and inclusion page for full information on how the academy supports children with special and additional educational needs.