

# Leigh Academy Blackheath

## Accessibility Plan

Leigh Academy Blackheath is committed to providing a fully accessible and inclusive environment incorporating our visions and values to our students, staff, parent/carers and visitors regardless of their physical, sensory, social, spiritual, emotional and cultural need or disability. Our school's Governing Body supports working within a national framework for education inclusion as provided by:

- Inclusive Schooling (DfEs 0774/2001)
- SEN Code of Practice (DfES 0581/2001)
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act
- Code of Practice for Academies
- ISI Inspection

Leigh Academy Blackheath plans, overtime, to improve and increase access to resources, adding specialist facilities as necessary in the ways set out below. In 2018/19 the academy will be based in temporary accommodation at Victoria House with limited ground floor level facilities only. External play space is available but limited, with a small multi use games area on site. Improvements to the physical environment will be made to allow ease of access for students with disability.

The curriculum, extra-curricular clubs, leisure and cultural activities and trips will be expanded to ensure that students with or without a disability benefit from its rich content and skill acquisition. This covers the provision of specialist aids and equipments as necessary to assist all students to assess the curriculum.

Leigh Academy Blackheath will improve access to written information to all students, staff, parents and visitors. Information about the school and events therein should be made available in various formats including large print fonts within a reasonable time frame.

## Appendix A

### Leigh Academy Blackheath: Accessibility Action Plan

<b>Development Areas</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome and by when</b>	<b>Goals achieved All development areas to be reviewed in September 2018</b>
Use of the temporary accommodation incorporates needs of all students with a disability	<p>Accessibility for students with a disability is central to the planning process for use of the building.</p> <p>Accessibility is maximised by adapting areas of use</p>	<p>Review of accessibility issues and obstacles in temporary building.</p> <p>Work closely with the ESFA and building contractor on the plans for and completion of the renovation work.</p> <p>Review the needs of all students careful, in partnership with primary</p>	<p>Effective plan for temporary building use in place which meets the needs of all disabled students on roll.</p> <p>Disabled students able to access all available physical areas of the temporary building without difficulty.</p>	

	appropriately where possible.	SENCOs and parents/ carers to inform plans for use of the building.		
<b>Curriculum delivery</b>	<p>Physical layout of the classrooms are organised for students with disability.</p> <p>The curriculum reflects understanding and tolerance of disability.</p>	<p>Specialist guidance from the Leigh Academies Trust Inclusions team is used to guide layouts and room use to maximise the benefit to disabled students.</p> <p>The schemes of work and tutor time projects incorporate an ethos of being all inclusive. They further reflect opportunities for debate, discussion and learning about others.</p>	<p>Disabled students are able to access the learning environment effectively.</p> <p>Students have a raised awareness of others, their abilities and a highlighted degree of tolerance and understanding</p>	

	<p>IEP targets used by classroom staff to inform them of support needs (eg. additional time requirements in practical work) understood and planned for.</p> <p>Classroom staff have regard to sensory needs and learning styles of students (e.g. Diagrams described and visual aids read out loud. Copies of slides and diagrams available to students)</p>	<p>SEN information available to all staff provided by SENCO and further training on implementation and differentiation of curriculum delivered.</p> <p>Specific individual needs are assessed and monitored regularly to ensure provision is effective and appropriate.</p>	<p>Students with a disability able to access curriculum more effectively</p> <p>Monitoring indicates differentiation in place targeted at disabled/SEN/other nominated students.</p>	
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<p><b>Use of digital technology</b></p>	<p>Technology is used to support learning for all students</p>	<p>Virtual classrooms exist for all curriculum areas to support students access to personalised materials.</p> <p>Differentiation is improved by access to personalised materials.</p> <p>Every student has access to a 1 to 1 digital device- chromebook or iPad (dependent on need)</p>	<p>Effective use of learning spaces for all students as access to their own resources.</p> <p>Good learning experience for all through personalisation and differentiation of materials.</p> <p>Good levels of progress achieved through personalisation and differentiation of materials.</p>	
<p><b>DDA compliant signage</b></p>	<p>All signage is clear and understandable for the visually impaired.</p>	<p>Design takes into account appropriate colour schemes/size of type and sign itself.</p>	<p>Building achieves fully compliant status</p>	
<p><b>Access to all areas is provided for students with a disability</b></p>	<p>Disabled toilets maintained</p>	<p>Disabled toilets to be kept locked when not in use with designated support staff to held the keys at all times.</p>	<p>Students with a disability achieve prompt access to clean facilities.</p>	

