

# Leigh Academy Blackheath



## Accessibility Plan

<b>Approved by:</b>	Governing Body	<b>Date:</b> Sept 2020
<b>Last reviewed on:</b>	Sept 2024	
<b>Next review due by:</b>	Sept 2027	

## Accessibility Plan

Leigh Academy Blackheath is committed to providing a fully accessible and inclusive environment incorporating our visions and values to our students, staff, parents/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 has access to a range of specialist curriculum facilities on campus at Old Dover Road, Blackheath, SE3 8SY. Both the internal and external physical environment allow ease of access for students with disability, and the lift provides access to all three floors of the building.

The curriculum and range of trips, extra-curricular clubs, leisure and cultural activities ensure that students, with or without a disability, benefit from a rich and varied range of experiences and in both knowledge and skill acquisition. Where necessary the provision of specialist aids and equipment is made available to assist all students to access a broad and balanced curriculum.

Leigh Academy Blackheath provides written information to all students, staff, parents/ carers and visitors to support understanding and development. Information about the school, and events therein, are available on request in various formats including large print fonts.

## Appendix A

### Leigh Academy Blackheath: Accessibility Action Plan

Development Areas	Targets	Strategies	Outcome and by when	Goals achieved All development areas to be reviewed in September 2024
Use of the new building and campus, incorporating the 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 appropriately where possible.</p>	<p>Review of accessibility issues and obstacles in the new building.</p> <p>Review the needs of all students carefully, in partnership with primary SENCOs and parents/ carers to inform plans for use of the building by individuals.</p>	Disabled students able to access all available physical areas of the building without difficulty.	<i>Key lock added to the lift, all staff have access. Students with need are provided with a key when required and a risk assessment is completed.</i>

<p><b>Curriculum delivery</b></p>	<p>Physical layout of the classrooms are organised for students with a 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><i>In place</i></p> <p><i>Inclusions team review regularly and targeted CPD sessions are run based on student needs through 'Spotlight' sessions</i></p>
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	<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>	<p><i>All staff access to Provision Map with IEP access.</i></p> <p><i>CPD sessions are run based on student needs through 'Spotlight' sessions</i></p>
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<b>Use of digital technology</b>	Technology is used to support learning for all students	<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>	<i>In place</i>
<b>DDA compliant signage</b>	All signage is clear and understandable for the visually impaired.	Design takes into account appropriate colour schemes/size of type and sign itself.	Building achieves fully compliant status	<i>In place</i>
<b>Access to all areas is provided for students with a disability</b>	Disabled toilets maintained	Disabled toilets are accessible and well maintained	Students with a disability achieve prompt access to clean facilities.	<i>In place</i>