

Leigh Academy Snowfields

Document title:	Accessibility Plan
Version number:	1
Date of issue:	January 2026
Review Period (3 years)	January 2029

Revision Log

Date	Version no.	Brief detail of change
January 2026	1	Implementation

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 Snowfields 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 Snowfields, 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 & Diversity Policy
- Supporting students with medical needs Policy
- Special Educational Needs Policy
- Behaviour Policy
- Inclusion Policy
- Admissions Policy
- Attendance Policy
- Curriculum Policy
- Staff Development Policy
- Premises Management Policy
- Health & Safety

Accessibility Action Plan

January 2026

IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Bearsted College	<p>To install hearing loops in the main reception area and theatre</p> <p>Reception furniture lacks armrests.</p>	<p>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 College main hall. .</p> <p>LA Snowfields will take into consideration accessibility needs when purchasing new furniture.</p>	<p>Once the hearing loop is installed, reception staff and Facilities Team will be trained on how to use the system and how to check it is working.</p> <p>Implementation will occur as necessary, contingent upon identified requirements and available funding.</p>	<p>LAT Project 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>
Bearsted College	Bearsted College was built in 2020 and is committed to maintaining current physical accessibility standards throughout the building, ensuring these levels are	The College provides physical accessibility for all students, staff, and	Completed	The College building retains compliant status with the Equality Act 2010

Accessibility Action Plan

	incorporated in all areas, and addressed during any future refurbishment projects.	visitors.		
Cranbrook College	<p>There is a hearing induction loop fitted in reception but not in the main hall.</p> <p>Reception furniture lacks an armrest.</p>	<p>Once the hearing loop is installed, Facilities Team will be trained on how to use the system and how to check it is working</p> <p>LA Snowfields will take into consideration accessibility needs when purchasing new furniture.</p>	<p>LAT Project is conducting a scoping exercise to assess the estimated cost of installing hearing loops in the main halls/theatres of all LAT Academies. 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> <p>Implementation will occur as necessary, contingent upon identified requirements and available funding.</p>	
Cranbrook College	Cranbrook College is committed to maintaining all current physical accessibility standards throughout the building, ensuring these levels are incorporated in all areas, and addressed during any future refurbishment projects.	The College provides physical accessibility for all students, staff, and visitors.	Completed	The College building retains compliant status with the Equality Act 2010

Accessibility Action Plan

MONITOR AND DEVELOP ACCESS TO THE CURRICULUM				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Curriculum delivery	To monitor pupil progress and attainment in order to ensure that pupils in vulnerable groups achieve their potential.	<p>Regular Data Analysis</p> <p>Targeted Interventions</p> <p>Individual Learning Plans</p> <p>Frequent Pupil Progress Meetings</p> <p>Autism practice to enable accessibility</p>	<p>Improved Attainment: Vulnerable pupils show consistent progress in assessments, with achievement gaps narrowing over time.</p> <p>Focused Support: Targeted interventions lead to measurable improvements in the academic performance of vulnerable pupils.</p> <p>Tailored Learning: Individual learning plans result in personalised progress, with pupils meeting their specific learning targets.</p> <p>Early Identification of Needs: Regular progress meetings enable quick identification of barriers to learning, ensuring timely support and intervention.</p> <p>Stronger Parental Engagement: Increased communication with families leads to greater involvement in pupils' learning,</p>	<p>Data Evidence: Log of narrowing gaps in internal/external assessments for vulnerable groups</p> <p>Case Studies: Anonymised examples of how Individual Learning Plans led to specific target mastery</p>

Accessibility Action Plan

			fostering a supportive home-school partnership. School is working towards LLPA award	
	To ensure that planning and resources utilised in lessons are reflective of both our school and wider community. This can be seen through the texts studied, images used and references to inspirational figures and places.	<p>Diverse Curriculum Content: Integrate a range of texts, images, and resources from various cultures, backgrounds, and communities to reflect both the school and wider societal diversity.</p> <p>Inclusive Resources Selection: Carefully select materials that highlight inspirational figures, places, and ideas from diverse groups, ensuring representation of all communities within lessons.</p> <p>Cultural Relevance</p>	<p>Enhanced Cultural Awareness: Pupils develop a broader understanding of different cultures and communities, leading to increased respect and empathy.</p> <p>Sense of Belonging: Pupils see themselves and their communities represented in the curriculum, fostering a stronger sense of identity and belonging within the school.</p> <p>Inspiration and Aspirations: Exposure to diverse, inspirational figures and places motivates pupils, helping them to set high aspirations for their future.</p> <p>Engaged Learning: Pupils demonstrate increased engagement and interest in lessons, as the content is more relevant and reflective of their world.</p> <p>Equality and Inclusivity: The</p>	Student Voice: Survey results confirming students feel their identity is reflected in lessons

Accessibility Action Plan

		<p>in Planning: Ensure lesson planning actively incorporates themes and topics that are relevant to the pupils' own lives and experiences, as well as the broader community.</p> <p>Collaborative Resource Development: Engage with pupils, staff, and the wider community to gather feedback and ideas for resources that are meaningful and inclusive.</p> <p>Ongoing Evaluation and Review: Regularly evaluate the inclusivity of the resources and texts used, making adjustments where necessary to reflect</p>	<p>curriculum and resources support equality, ensuring that all pupils, regardless of background, are exposed to a variety of perspectives, in line with the Equality Act 2010. Specific work with the IQM, which will enable us to further develop inclusive practices and autism practices in raising attainment.</p>	
--	--	---	---	--

Accessibility Action Plan

		diverse perspectives.		
--	--	-----------------------	--	--

IMPROVE AND MAINTAIN ACCESS TO INFORMATION				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Website	<p>Improve overall accessibility of our communications by aiming to meet the Website Accessibility Guidelines (WCAG) 2.1 Level AA.</p> <p>Accessibility for parents seeking information and provisions for the Pathfinder college.</p>	<p>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.</p> <p>A parent access area will be</p>	<p>Compliance with Web Content Accessibility Guidelines Version 2.1 AA Standard.</p>	<p>The website is compliant with the Web Content Accessibility Guidelines version 2.1 A standard <u>Web Accessibility Statement</u></p>

Accessibility Action Plan

		created to facilitate accessibility.		
--	--	--------------------------------------	--	--