



Leigh Academy
Strood

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Accessibility Plan

Academic year 2025/26

Date of issue	September 2025
Date to be revised	August 2026

Leigh Academy Strood Accessibility Policy

Introduction

Leigh Academy Strood is committed to ensuring equal access for all students under the Equality Act 2010 and the Children and Families Act 2014.

This Accessibility Policy outlines our strategic approach to:

- Enhance disabled students access to the curriculum
- Improve the physical environment
- Increase the provision of accessible information

It supports our Public Sector Equality Duty to eliminate discrimination, advance equality of opportunity, and foster good relations.

Key Legislative Requirements

The Accessibility Plan is written, published prominently on our website, and available in accessible formats or hard copy on request. It adheres to the statutory “three-strand” duty (curriculum, physical environment, information delivery), with information provided within a reasonable time and tailored to students’ disabilities or preferences. The Plan includes measurable objectives, defined timelines, and assigned responsibilities. Adequate resources are allocated annually to meet objectives and created with consultation from staff, the Accessibility Advisory Panel (governors, parents, students with lived disability), and is reviewed annually and formally every three years. The Plan will be implemented and kept under review by the governing body.

Resources and Training

- Annual budget allocation tied to specific actions: assistive tech, signage, training, audit activities.
- Annual staff training on Equality Act compliance, SEND strategies, universal design, digital inclusivity.
- Financial planning to secure a budget for accessibility modifications and materials.

Stakeholder Engagement

The Accessibility Advisory Panel, including students with lived experience, meets annually to review access, participation, and digital usability.

Monitoring and Review

- Annual monitoring by governors and Trust visitors.
- Internal audits during inspections assess curriculum, environment, and digital compliance.

- Formal review every three years, with updates as needed.
- Accessibility Plan performance is scrutinised during external visits.

Equality Impact

All significant decisions (e.g., uniforms, clubs, digital tools) undergo Equality Impact Assessments addressing:

- Removal of disadvantages.
- Differential impact and mitigation.
- Increased participation opportunities.

Physical Accessibility & Safety

- PEEPs (Personal Emergency Evacuation Plans) are created, reviewed, and updated annually for all students/staff requiring them .
- Audits ensure:
 - Ramp/lift access throughout the building.
 - Accessible toilets on each floor.
 - DDA - compliant signage.
 - Visual and auditory fire alarms.

Appendix A - Leigh Academy Strood Accessibility Action Plan

Development Areas	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery	<p>Classrooms are organised for students with disabilities.</p> <p>The curriculum reflects understanding and tolerance of disability.</p>	<p>Guidance from specialists (e.g. Hearing Impairment Service, Autism Service) taken into account when arranging classrooms for maximum benefit to disabled students.</p> <p>The curriculum incorporates an ethos of being all inclusive. They further reflect opportunities for debate, discussion and learning about others.</p>	<p>Monitoring indicates Disability/SEN taken into account in organising the environment for learning.</p> <p>Ongoing throughout the year.</p>	<p>Students with a disability are able to access the learning environment more effectively.</p> <p>Students have a raised awareness of others, their abilities and an enhanced degree of tolerance and understanding.</p>
Academy design	Total accessibility for students with a disability was central to the building design.	Review of accessibility issues and potential obstacles in any proposed changes to layout.	All changes to building layout incorporate needs of students with a disability. Ongoing.	The academy building retains fully compliant status.
DDA compliant signage	Signs are clear and understandable for the visually impaired.	Replacement of signs takes account of appropriate colour schemes / size for signs.	Any new signage required must remain DDA compliant. Ongoing.	The academy building retains fully compliant status.

Access to all areas is provided for students with a disability	Lift access to all floors. Disabled toilets on all floors.	Regular maintenance / cleaning of facilities.	Ongoing.	Building retains fully compliant status.
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