



Joseph Leckie Academy

Accessibility Policy and Plan

Approved by Governing Board: 11/2025

Last reviewed on: 11/2025

Next review due by: 11/2028

1. Vision

1.1 We are a community with the courage to learn and lead together. We believe in equality of opportunity and support the achievement and wellbeing of all. We work to improve ourselves and each other, acting with integrity, empathy and kindness and celebrating one another's successes. We care for our surroundings and believe in our ability to inspire as well as achieve.

1.2 Staff and governors at Joseph Leckie Academy are committed to ensuring that all students are offered the best possible chance to reach their potential, irrespective of their abilities. We believe that no child should ever be left out; at Joseph Leckie Academy we are all equals.

2. Document Brief

2.1 This document supports the Academy's vision by:

- Increasing the extent to which students with disabilities can access the curriculum.
- Improving the physical environment of the Academy to enable students with disabilities to take better advantage of education, benefit, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

2.2 Whilst every endeavour possible is made to make reasonable adjustments to accommodate all students and staff, allowing them to participate fully in school life at the Academy, the geography of our site and the aging status of our buildings, prevents us from being a fully accessible site.

3. Legislation and guidance

3.1 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](#).

3.2 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

3.3 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.

3.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Academy Developments:

- All modern buildings on site: CBB, KWB & KWB2 providing lift access to upper floors.

- Purchase of evacuation chairs for CBB, KWB and KW2 and staff provided with associated training.
- External step edgings repainted to improve visibility.
- Internal step edgings replaced to improve visibility.
- Disabled refuge points in CBB, KWB & KWB2.
- Hearing induction loops located in several classrooms in KWB. Portable units available on site.
- Facilities in any new facilities designed to meet accessibility needs.

5. Individual Staff / Student Additional Needs

5.1 Priorities set out in this document may alter to accommodate the ever changing requirements of individuals, as advised by the Academy Business Manager, SENDCo or Principal.

5.2 Where a staff member or student is identified as having additional needs, the Academy when necessary will liaise with external agencies for specialist guidance to ensure we are able to make reasonable adjustments to provide inclusivity wherever possible.

6. Curriculum

6.1 The Academy actively seeks the support and advice of all relevant services/agencies to ensure the curriculum is accessible (where physically possible) to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required. Furthermore, the curriculum is reviewed on a regular basis to make sure it meets the needs of all students.

6.2 Current good practice includes:-

- All staff across the Academy having access to SEND Support Plans (SSP's) and Health Care Plans.
- Outcomes from EHCPs and SSP's to be used as working documents for students, teachers and TAs and reviewed during the ADPR cycle.
- SEND TA's allocated to students to provide additional support throughout the Academy day.
- Consideration given to reviewing location and delivery of curriculum subjects due to the needs of individual students.
- The PE activities offered to students altered/supported based on individual needs (where possible).
- Providing curriculum material in large print for visually impaired students.
- Ensuring, where appropriate, curriculum access for students with physical disabilities provided at ground floor level or in areas where a passenger lift and evacuation chairs are available.
Students with a disability having equal access to extended schooling.
- Access Arrangements put in place to access assessments without changing the demands of the assessment (Please see Access Arrangement Policy).

7. Site Management

7.1 To ensure that any developments do not fall into a state of disrepair, all improvements made under this accessibility plan will be built into the regular checks that are made by the Site Team and Estates Manager.

7.2 Specific Priorities include:

- To review all surfaces and replace as appropriate, where possible with new or flat tarmac surfaces.
- To regularly maintain all handrails around school site ensuring their appropriateness and visibility.
- To maintain services of lifts and good condition of ramps
- To maintain the Academy fire alarm as appropriate as finances allow.
- To maintain the designated disabled parking bays.
- To maintain facilities designed to meet accessibility needs.
- To ensure the Academy facilitates access to exams and assessments for disabled students (Please see Exam Disability Policy).
- To review the Academy's responsibilities in this area under the provisions of the Equality Act (2010).

7.3 In addition to these, future developments on site will include:

- Where possible switches, alarm controllers and door handles will be at a wheelchair accessible height.
- Evacuation chairs continued to be installed on site in relevant areas and staff training to be continued.
- Continuation of installation of hearing induction loops where possible and where finances allow.

8. Accessibility of Information

8.1 At Joseph Leckie Academy we commit to ensuring that all information disseminated is done so in such a way as to be inclusive for all relevant audiences. This includes a SEND section on the Academy website.