

Leigh Academy Milestone

Document title:	Accessibility Plan
Version number:	2
Date of issue:	April 2026
Review Period (3 years)	April 2029

Revision Log

Date	Version no.	Brief detail of change
May 2025	1	Implementation
April 2026	2	Adaptation to the LAT Accessibility Plan & Action Plan template is required

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

LA Milestone 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 Milestone, 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 - Leigh Academy Milestone

April 2026

IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
Outside space	<p>To create a fully accessible safe and secure range of spaces to support outdoor learning and communication opportunities.</p> <p>Each class to have a suitably sized designated outside space to enable free flow learning from the classroom to outside activities</p>	<p>Utilise the expertise of the Sensory Occupational Therapist (OT) consultant to research appropriate outdoor play equipment.</p>	<p>Redesign of the Primary outside spaces to ensure they accessible to all pupils and provide a safe, secure range of spaces to support outdoor learning and communication opportunities</p> <p>June 2026</p>	
To install a hearing loop (auxiliary aid) in the main reception area.	<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.</p>	<p>Once the hearing loop is installed, the Reception Staff and Facilities Team will be trained on how to use the system and how to check it is working.</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>	

<p>Leigh Academy Milestone is committed to maintaining current physical accessibility standards throughout the building, ensuring these levels are incorporated in all areas, and addressed during any future refurbishment projects.</p>	<p>To maintain and adapt the internal physical environment to align with the evolving requirements of our specific student population ensuring that LA milestone is totally accessible.</p> <p>LAT Infrastructure will deliver a statutory compliant environment but within the limitations and challenges of the existing space.</p>	<p>Regular premises inspections are carried out to ensure the internal environment is well maintained and safe for all students</p>	<p>All students are supported by a designated member of staff.</p>	<p>Staff ensure that all students on roll are able to access their learning environment.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------	----------------------------------------------------------------------------------------------

MONITOR AND DEVELOP ACCESS TO THE CURRICULUM				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved
<p>Staff Development</p>	<p>The role and responsibilities of the Student Support Team will be clearly defined and demonstrably embedded within the school's culture and practices</p>	<p>Identity and organise appropriate continued professional development (CPD) opportunities for SSOs. SSOs to keep a clear record of actions taken and impact. SSOs to conduct</p>	<p>June 2026</p>	<p>The target has been successfully achieved, with the Student Support Officer (SSO) team now functioning as a robust, specialised pillar of the academy's pastoral and safeguarding framework. By increasing the team's capacity to three members and establishing clear roles and responsibilities, the academy</p>

		interventions based on referrals		has moved to a proactive, embedded service model.
Technology	Implement and utilise a range of technologies, including but not limited to; Soundbeam, Liquid Listening, reading pens, Read&Write software, Chromebooks, and iPads, to enhance learning opportunities for all students.	Research and identify appropriate technology Liaise with digital technology companies regarding their inclusive offers Attend conferences and events such as BETT to network with digital companies Implement the use of technology across curriculum areas.	June 2026	The target has been successfully achieved, demonstrating a significant transformation in how the academy leverages specialised technology to remove barriers to learning and enhance student engagement. Through strategic networking at events like BETT and collaboration with digital providers, the academy has moved beyond standard hardware to implement high-impact tools such as Reading Pens, Read&Write software, and Eye Gaze technology.
Communication Aids	Implement the use of Talking Mats to support conversations with individuals who have communication difficulties, thereby increasing the inclusivity of interventions and enhancing the authenticity of pupil voice.	Trained staff to practice this initially then train additional staff as required to support identified needs.	July 2027	
Interventions	Initiate the development of a centralized tracking system to monitor the implementation of internal and multi-agency interventions (e.g. ELSA, SALT, OT, Medical), ensuring impact is measured through a combination of	Research software providers who provide service, liaise with other schools to explore	October 2027	

	quantitative progress data and qualitative feedback to evaluate intervention efficacy and inform future provision.	existing systems being utilised, Identify appropriate provider and organise provider staff training, work with data team to begin use of system		
Assessment	Collaboratively review and adapt existing assessment frameworks to reflect the changing pupil cohort, transitioning to models that accurately measure and celebrate small steps of personal and academic progress through accessible, inclusive reporting.	Focus group to combine FS framework with existing M Levels and research other frameworks to inform small steps. Subject leaders to quality assure e.g. Maths lead, English lead, PSPD lead, SaL therapists.	October 2027	

IMPROVE AND MAINTAIN ACCESS TO INFORMATION				
Development Areas	Targets	Strategies	Outcomes and by when	Goals Achieved

<p>Website</p>	<p>Improve overall accessibility of our communications by aiming to meet the Website Accessibility Guidelines (WCAG) 2.1 Level AA.</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>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>
<p>Provide written information in different formats</p>	<p>To provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information</p>	<p>At LA Milestone we use Symbolised text and a range of AAC.</p> <p>Clicker 8 and Read and Write software is also made available</p>	<p>Achieved</p>	<p>Written information can be provided in different formats using alternative IT facilities.</p>