



SIR WILLIAM ROBERTSON
ACADEMY

Accessibility Plan June 2026

Approved by: SWRA Local Committee **Date:** 10 June 2026

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Within the school community of Sir William Robertson Academy, we seek to nurture the gifts, dreams and talents of all our pupils within the spirit of Sir William Robertson Academy, regardless of ability or need. Our Academy strives to ensure that all pupils are equally valued and are provided with opportunities to understand, experience and value diversity. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Sir William Robertson Academy has high ambitions for all of its students. Our aim is to reduce and, where possible, eliminate barriers to accessing the curriculum, and to ensuring full participation in the school community for students, and prospective students, with a disability. Therefore, Sir William Robertson Academy recognises its duty to:

- Not discriminate against students with a disability in admissions and exclusions, provision of education and associated services.
- Not treat students with a disability less favourably for a reason related to their disability.
- Make reasonable adjustments for students with a disability, so they are not at a substantial disadvantage.
- Plan to increase access to education for all students with a disability

Where appropriate, Sir William Robertson Academy will:

- Set an admissions policy that does not discriminate against a student with a disability or treat them unfairly.
- Recognise and value parents/carers knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respect their rights to confidentiality.
- Have high expectations of all students.
- Devise and ensure the use of teaching and learning strategies that will remove barriers to learning for students with disabilities.
- Provide all students with a broad and balanced curriculum, scaffolded and adjusted to meet the needs of individual students and their learning styles, whilst endorsing the key principles of the National Curriculum.
- Use reasonable adjustments when considering the physical environment of the Academy to cater for students with a disability.
- Find ways in which all students can take part in the full curriculum including sport, music and drama.
- Plan out of school activities and trips including school trips so that students with disabilities can participate.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including staff and Governors.

2. Legislation and guidance

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 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.

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 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice and practice that is under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Sir William Robertson Academy offers an adapted curriculum for pupils, where appropriate and necessary. • All students access lessons taught by skilled teaching staff who use adaptive teaching strategies. • Teachers follow the “WalkThrus” model of teaching. • Regular learning walks across all areas of the curriculum. • We tailor resources, where appropriate and necessary, to ensure all pupils can access learning. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. It is tracked by staff at all levels, including Senior Leaders, Subject Leaders, and the SENDCo. 	<p>Options choices for Key Stage 4 are discussed by key stakeholders prior to Options Evening.</p> <p>Pupils within vulnerable groups (Pupil Premium, SEND, Child Protection, Children in Care, Child in Need, and post-Looked After) receive 1:1 or small group discussions with senior staff to support with appropriate Options choices prior to Options Evening.</p> <p>Subject Leaders and teaching staff ensure that resources are appropriate and of high quality.</p> <p>Curriculum targets are aspirational and</p>	<p>Continual consideration of the best curriculum offers for our pupils, based upon their profile of needs, including changing the courses available to them.</p> <p>Specific resources required to make adaptations to curriculum areas are purchased where practicable and necessary to support changing profiles of needs within the Academy.</p> <p>Changed made to EHC Plans and / or Individual Learning Plans are made in light of new information received, be that from external or internal sources.</p> <p>Teaching and support staff use Individual Learning Plans to inform</p>	<p>Senior Leadership Team, including the SENDCo</p> <p>Subject Leaders</p> <p>Subject Teachers</p> <p>Teaching Assistants</p>	<p>Ongoing</p>	<p>Existing courses and programmes of study being delivered to all pupils with maximum impact; students will attain predicted grades.</p> <p>Staff expertise increases, as measured by learning walks and student outcomes.</p> <p>Curriculum mapping demonstrates that it is adapted to meet the needs of learners and this is reflected in the progress of all pupils.</p> <p>Resources are accessed by staff and pupils and the curriculum being delivered is enhanced as a result; measured via learning walks and student voice.</p> <p>Pupils with SEND have achievable targets which motivate them and inspire them to achieve.</p>

Aim	Current good practice and practice that is under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<ul style="list-style-type: none"> • Provision of specific interventions is monitored and adapted to pupil need. • Targets are set effectively using Key Stage 2 data, and are appropriate for all pupils, including those with disabilities. • The curriculum, at all Key Stages from 3 to 5, is reviewed to make sure it meets the needs of all pupils. • Access Arrangement testing is arranged for all students at the latter part of Year 9 to ensure that they have appropriate Access Arrangements in place for Key Stage 4 and 5 statutory assessments. • Additional adult support, through the provision of Teaching Assistants (TAs) is made where practicable and appropriate for the needs of pupils. 	<p>appropriate for all pupils.</p> <p>Emerging needs are identified at the earliest possible opportunity, and support provided in a timely manner.</p> <p>SEND intervention, where practicable, are provided by the SEND Team and reviewed at least termly. Adaptations to support are made on an individual basis.</p> <p>TAs are deployed effectively, following Education Endowment Foundation (EEF) recommendations across the Academy. Impact will be monitored and adapted.</p> <p>CPD is provided to ensure all teaching and teaching support staff are able to provide the best</p>	<p>teaching strategies for pupils with SEND.</p> <p>Interventions, where appropriate, are conducted so that they have least possible impact upon the teaching. Students should not be removed from core subject lessons, unless no other option is available.</p> <p>CPD to be facilitated in accordance with the changing profile of needs of pupils.</p> <p>Twilight Training hours have time set aside for SEND-specific and Trauma-informed Practice training.</p> <p>The SEND Team to provide short introductions about all new Year 7 pupils with EHC Plans in the September INSET days.</p> <p>Good practice to be shared between staff regarding pupils with</p>			<p>Teachers have a clear understanding of pupils' needs and adapt teaching to meet need. This is evident in SEND drop-ins and book scrutiny.</p> <p>Range and impact of specific interventions increase and evolves over time to meet the needs to pupils. Evidenced through pupil outcomes and pupil voice.</p> <p>TAs and Teachers work in unison to support pupils with greatest effect. Evidenced through learning walks and student outcomes.</p> <p>Pupils' needs are met; evidenced through student outcome, student voice, and learning walks.</p>

Aim	Current good practice and practice that is under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<ul style="list-style-type: none"> • Education, Health, and Care (EHC) Plans are reviewed annually in line with the SEND Code of Practice. Pupil Individual Learning Plans, for students in SEND Support and with EHC Plans, are reviewed up to three times per year, and shared with teaching staff via our Management Information System (currently Bromcom). • Appropriate Continual Professional Development (CPD) organised and delivered by internal or external providers on a proactive basis. 	possible provision for pupils.	<p>SEND to best support them and their progress.</p> <p>Cover staff (internal and external) are provided with appropriate information to support the pupils in their care.</p> <p>Trainee Teachers are provided with appropriate support and information to best support pupils that they work with.</p>			
Improve and maintain access to the physical environment	<p>The environment at Sir William Robertson Academy is adapted, where practicable within buildings that date back to the 1960s, not only to meet the needs of pupils, but also their families, its staff, and visitors, as required.</p> <p>Environmental adaptations include:</p>	Maintain the high standard of accessibility available to the Academy within its dated architecture to ensure the building is accessible to pupils of all abilities, where practicable.	<p>School Site Manager and Premises Team to ensure that school buildings and infrastructure is kept in a good state of repair.</p> <p>Lifts are serviced within appropriate guidelines. Where lifts fail, repairs are made within a timely manner.</p>	Premises Manager. Premises Team. Administration Team	Ongoing	The Academy remains accessible to all pupils, their families, staff, and visitors.

Aim	Current good practice and practice that is under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<ul style="list-style-type: none"> • Corridor and door widths accessible for wheelchair users • Lifts within all main school teaching blocks • Clear, uncovered, signage across the school campus and buildings • Hygiene suite in one building with accessible shower and toilet • Disabled toilets in all main school teaching blocks • Disabled parking bays • Ramp or zero-step access through exterior doors into all main school teaching blocks • Personal Emergency Evacuation Plans (PEEPS) are prepared for pupils who need assistance at times of emergency. 		<p>All Academy staff to report any defects identified to the Premises Team via the Premises Helpdesk. Defects are rectified within a timely manner.</p> <p>PEEPS prepared in coproduction with Administration Support, pupils, and their families.</p>			
<p>Improve the delivery of information to people with a disability.</p>	<p>Sir William Robertson Academy uses a range of communication methods to ensure information is accessible to pupils, their families, staff, and visitors. This includes:</p>	<p>Pupils with hearing or visual impairments are supported to access the curriculum and wider school</p>	<p>All correspondence is accessible to pupils and families.</p> <p>Appointments are offered to parents to discuss outcomes of</p>	<p>Senior Leaders, including the SENDCo.</p> <p>Administrative Team.</p>	<p>Ongoing</p>	<p>Signage is accessible to all visitors to the Academy.</p> <p>All pupils, families and visitors will be able to</p>

Aim	Current good practice and practice that is under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<ul style="list-style-type: none"> • Internal signage that is clear and uncovered • Large-print resources available upon request • Pictorial or symbolic representations where needs require • Visual timetables • Audible fire-alarms and lockdown alarms • Appropriate resource adaptation for those with visual or hearing impairments • Specialist reports <p>Information available on the Academy website can be provided in alternative formats, upon request.</p>	<p>environment through appropriate provision.</p> <p>All policies to be available on alternative formats upon request.</p> <p>Pupils and their families received support, as necessary, to understand any specialist reports or assessments.</p>	<p>specialist assessments conducted by, or facilitated by, the Academy, where necessary.</p>	<p>Business Manager.</p>		<p>access the information shared by the Academy.</p> <p>Parents will have an understanding of their child's needs as identified through assessments and specialist reports.</p> <p>It will be clear to people accessing key documents and policies that alternatives are available and how these may be accessed.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCo and Academy Governors.

It will be approved by Local Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disabilities (SEND) information report

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to be actioned
Number of storeys	Robertson: three, accessible by stairs and lift. Oakridge and Fane: two, accessible by stairs and lift. Aveling: two, accessible by stairs and lift. Dixon: one	Lifts to be in good states of repair, and serviced in line with manufacturers guidelines. Stair wells and doorways kept clean, tidy, and free of obstructions.	Premises Team	Ongoing
Corridor access	Wide enough to be wheelchair-accessible and to allow manoeuvre of wheelchairs.	Ensure corridors are clean, tidy, and free of obstructions.	Premises Team	Ongoing
Lifts and Platform Lift	Three lifts across three buildings: Robertson, Oakridge/Fane, and Aveling. One platform lift, next to Assembly Hall in Robertson Building.	Lifts to be in good states of repair, and serviced in line with manufacturers guidelines.	Premises Team	Lifts serviced four times annually – February, April, July, and October. Platform lift serviced in July and October.
Entrances to buildings	External entrances / exits to all buildings.	Ensure doors are in good working order.	Premises Team	Ongoing
Toilets	There is a set of male and female toilets in Robertson, Fane, and Aveling for use by students only. In Robertson, Oakridge, Aveling, and Dixon, there is a unisex disabled toilet for use by pupils and staff. In Roberston there is a hygiene suite for use by pupils and	Ensure toilets are in good working order, and that those who require disabled toilets or the hygiene suite are aware of locations.	Premises Team	Ongoing

	staff. In Robertson there is a set of male and female toilets for use by staff only.			
Reception Area	One Main Reception Area which is accessible to external visitors and staff. Pupils access this area only when accompanied.	Space to be kept clear of obstructions, clean and tidy.	Premises Team	Ongoing
Internal signage	Building names, room names, office names, and appropriate signage, including emergency signage.	Signage to be clear, unobstructed, and damage-free.	Premises Team	Ongoing
Emergency escape routes	Fire exits clearly marked; numerous escape routes across each side of the site; fire extinguishers throughout site.	Ensure fire exits are always accessible; ensure fire doors are efficient; ensure maintenance of fire extinguishers; regular fire drill practice to be undertaken. Fire Risk Assessment carried out by Judicium annually. Lincolnshire Fire and Rescue spot checks, as directed by the Service. Last completed August 2024.	Premises Team	Fire Risk Assessment – Annually, June.