



# SIR WILLIAM ROBERTSON ACADEMY

ACCESSIBILITY PLAN

NOVEMBER 2022

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## 1. VISION STATEMENT

### 1.1 Purpose of the Plan

The purpose of this plan is to show how Sir William Robertson Academy intends, over time, to increase the accessibility of our school for disabled pupils. SWRA is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### 1.2 Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### 1.3 Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (1995). The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### 1.4 Statement of Intent

In its aim 'to create an environment that fully equips students for their personal and academic development,' the academy will:

- *involve staff, students and parents in the development of the plan to help create a sense of ownership of the plan*
- *support and provide training for Governors and staff to enable them to perform their duties as required, so that they understand and implement the requirements of the legislation and guidance;*
- *resource, implement, monitor / review and revise the Accessibility Plan as required, so as to address the increasing and changing needs of current and prospective disabled students*
- *publish information about the Accessibility Plan in the Governors' annual report to parents.*
- *ensure all staff have access to the plan with hard copies made available as required;*
- *recognise and value parents' knowledge of their child's disability and the effect it has on his/her ability to carry out everyday activities;*

- *respect parents' and the student's right to confidentiality;*
- *develop action plans on the key aspects of accessibility and ensure that these are reviewed annually, during the summer term, by school staff and Governors and that new plans will be drawn up every 3 years.*

### **1.5 Role of Key Personnel**

The Governing Body must monitor and review the SEND policy and the Accessibility Plan on a regular basis, which must be at least annually, to ensure the School's inclusion of students with disabilities meets all aspects of the law. The Governing Body must ensure new plans are drawn up every three years.

The Leadership Team will be responsible for the provision of advice and guidance to students, staff, job applicants and recruitment/interviewing panels on the implementation of this policy.

All Staff: It is the duty of all staff and everyone working in the school to implement the policies and continue to develop inclusive practices.

### **1.6 Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality & Diversity Policy
- CPL Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development Plan
- Asset and Disposal Policy

### **1.7 Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the school office

### **1.8 Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Sir William Robertson Academy will address the priorities identified in the plan. The plan is valid for three years from September 2019-2022 It is reviewed annually.

## 2. AIMS & OBJECTIVES

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment

Improve the delivery of written information to pupils. The table below sets out how the school will achieve these aims:

### Accessibility Plan Section 1: Increasing extent to which all students can participate in the Academy Curriculum

Targets	Action to be taken- ( cross reference with Academy Development Plan and Department Plans)	Person Responsible	Time Frame	Outcome	Date completed by
To consistently provide outstanding teaching and learning	Continual review, refinement and improvement of learning walks to identify areas of T&L strengths and development and inform training needs.	SD	Ongoing	In place for by the December of Year 10	Ongoing
	Develop staff knowledge of metacognition/evidence informed teaching/education research	SD & Lead Pr	Ongoing		
	Develop independent learners through SWRA Pillars which is embedded in Cognitive Load Theory.	SD & Lead Pr	Ongoing		
	Develop staff knowledge and skills of quality first teaching	SD	Ongoing		
	Ensure exam access arrangements are in place where appropriate				
To develop appropriate curriculum pathways to meet the needs of all students	Track and monitor the provision of all students to ensure progress in attainment and wider outcomes	SD/DB	Ongoing		
	Regularly review student progress and interventions	DB/SD	Ongoing		
To promote equality for all	Ensure all staff are made aware of the Equality and Diversity Policy and Disability Duty	SQ		Judicium training	
	Identify and address access issues regarding classroom equipment, lesson content and visits	SD/MAG			

	Develop the PSHE curriculum to eliminate discrimination and harassment, and promote positive attitudes towards each other	SG			
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**Accessibility Plan Section 2: Improving accessibility of written information**

Targets	Action to be taken- ( cross reference with Academy Development Plan and Department Plans)	Person Responsible	Time Frame	Outcome	Date completed by
Students able to access staff feedback	Ensure marking is clearly written, jargon free and at an appropriate language level in line with departmental policies	SD	Ongoing		
Students able to access information in the classroom and wider school	Reading and spelling ages of students available to staff Staff to ensure the readability of written materials  Ensure information notice boards, newsletters and other information is accessible in different formats, as required.	SD  All staff  SD	Ongoing		

**Accessibility Plan Section 3: Improving physical environment of Academy to increase extent to which disabled students can take advantage of education and associated services**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The Academy has areas leading from the ground floor to 3 <sup>rd</sup> floor, which is accessible by Lift from the ground floor reception up to the 3 <sup>rd</sup> floor.	Lift already in place which covers the up to the 3 <sup>rd</sup> floor. Annual maintenance checks occur.	Premises	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	ongoing

Signage	Signage is used in the Academy	The usage of signs are used to identify each classroom, Wc's and in the disability wc's there are also emergency pull cords.	Premises	ongoing
Fire alarms	Currently auditory alarm in place		Premises SLT	Ongoing
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.  Personal Emergency Evacuation Plans (PEEPs) are in place and up to date for staff/students as and when necessary.	Operations  Admin support & Base tutors to identify pupils	Ongoing