



Wright Robinson College

Accessibility Plan

Updated: October 2019

Reviewed: October 2019

Reviewer: V.Duffy/C.Shaw

Introduction

Wright Robinson College as a PFI school is fully DDA (Disability Discrimination Act) compliant. The college is fully accessible to pupils/students, staff and visitors with disabilities. This will remain the case under the college's PFI contract until April 2032, as which time the governing body will be responsible for ensuring the building remains compliant in all areas and maintaining a suitable Accessibility Action Plan.

Current access to the physical environment of the school

- All outdoor areas are fully accessible for disabled students.
- Hoist available in the swimming pool.
- Colour Coded Corridors and classroom doors.
- Clearly labelled rooms and areas.
- Evacuation Chairs to ensure the safety of disabled pupils/staff/visitors.
- Extra wide corridors, designed at original building planning to aid access and egress.

Current access in place for disabled pupils to the school curriculum (including Teaching & Learning):

- Lifts
- Rise and fall desks to aid access are available in a number of classrooms.
- Laptops for students with Special Educational Needs.
- Visual readers.
- Projectors in every classroom.
- Classroom whiteboards.
- Audio loop.
- Text Reader Pens for pupils with reading/visual difficulties.

Financial Planning and control

During the lifecycle of the PFI, the headteacher, SLT and governing body will refer any access requirements to SPIE (Building Management) for consideration and implementation.

Accessibility Plan 2019-20

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims, equal opportunities policy, and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Accessibility Action Plan

No current actions as the college is DDA compliant

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<i>No current</i>					

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<i>No current</i>					

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<i>No current</i>					

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<i>No current</i>					

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<i>No current</i>					

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<i>No current</i>					