



STATIONERS' CROWN WOODS ACADEMY

Our community, your success

Executive Principal: Mr. D. Millar

Stationers' Crown Woods Academy

Accessibility Plan 2016

3-year period covered by the plan: 2016-2019

Plan agreed: _____

Plan review: _____

Lead member of staff: _____

The Sen and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Board has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Board of the Academy to ensure maximised access to education for disabled pupils in the three required areas set out in the planning duties in the DDA, by:

- a) Increasing the extent to which disabled pupils can participate in the Academy curriculum;
- b) Improving the environment of the Academy 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.

It is a requirement that the Academy's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the Academy will address the priorities identified in the plan.

The Academy's Context

We are an Academy for boys and girls age range 11yrs to 16+. The Academy comprises of nine buildings covering a large site, mostly of three storey construction.

Our aims

- Embrace a partnership between the Academy and home
- Offer to each member the opportunity to grow in knowledge fostered through shared values and guidance
- Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability

- Children will be helped to appreciate that they are members of the wider community in its richness and diversity
- Curriculum to provide a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values

We are working within a national framework for educational inclusion provided by:

- Inclusive Academy (DfES 0774/2001)
- **SEN Disability Act 2001**
- **The SEN Revised Code of Practice 2002**
- **The disability Discrimination Act** (amended for the Academy 2001)
- **Code of Practice for Academies** (Disability Rights Commission)
- **ISI Inspection**

The priorities for the Accessibility Plan for our Academy were identified by a planning group who consisted of:

- **SEN Governor**
- **Principal**
- **SENCO**
- **Bursar**

Appendix A: Stationers' Crown Woods Academy Accessibility Action Plan

Development Area	Targets	Strategies	Outcome and by when	Goals Achieved
Curriculum delivery.	Classrooms are organised for students with disability	Guidance from specialists (e.g. Hearing Impaired Service, VISR) taken in arranging classrooms for maximum benefit to disabled students.	Monitoring indicates SEND taken into account in organising the environment for learning.	Students with a disability are able to access the learning environment more effectively.
	The curriculum reflects an understanding and tolerance of disability.	The schemes of work and wellbeing content incorporate inclusivity. They further reflect opportunities for debate, discussion and learning about others.	On-going throughout the year.	Students have a raised awareness of others, their abilities and an enhanced degree of tolerance and understanding.
Curriculum delivery/Delivery of materials in other formats.	TWP targets used by classroom staff and understanding of support needs (e.g. additional time requirements in practical work) understood and planned for. Classroom staff have regard to sensory and physical needs and learning styles of students (e.g. diagrams described and visual aids read out loud).	SEND information available to all staff and further training on implementation and differentiation of curriculum required.	Monitoring indicates differentiation in place targeted at disabled/SEND/other identified students.	Students with a disability able to access curriculum more effectively.

	Copies of slides and diagrams available to students).			
Academy design incorporates needs of student with a disability.	Total accessibility for students with a disability was central to the building design.	Review of accessibility issues and potential obstacles in any proposed changes to layout.	All changes to building layout incorporate needs of students with a disability. Ongoing.	Building retains fully compliant status.
DDA compliant signage.	Signs clear and understandable for visually impaired.	Replacement of signs takes account of appropriate colour schemes/size for signs.	Signage to be updated for Disabled Toilets and car parks to reflect Accessibility rather than Disabled. By end of Aug 2016. Building retains fully compliant status.	
Access to all areas is provided for students with a disability.	Disabled toilets maintained on all floors.	Disabled toilets to be kept locked when not in use. Designated support staff to have relevant keys at all times.	On-going throughout the year.	Prompt access to clean facility students with a disability achieved.
Access to all areas is provided for students with a disability.		Pupils to be issued left passes on an individual basis.	Passes to be reviewed at the start of each academic year.	Enhanced access for students with a disability achieved.
Academy design incorporates needs of students with a disability.	The needs of visually impaired students are addressed.	All areas of the site to meet RNIB standards.	RNIB review to take place 2016-17 T:C VISR to coordinate	Enhanced teaching environment provided for visually impaired students.
Academy design	The needs of hearing	Regular interventions by	On-going throughout the year.	Enhanced teaching

incorporates needs of students with a disability.	impaired students are addressed.	Sensory Impairment Service (HI), managed by SENCO.		environment provided for hearing impaired students, via up to date information shared with staff.
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