



**The Robert Napier School  
Accessibility Plan  
January 2018  
Review Date: January 2021**

## **Introduction**

The Robert Napier School is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support and awareness throughout the school.

The Trustees, and staff of the school recognise their duty in complying with all disability and equal opportunities legislation:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and extra-curricular activities
- not to treat disabled students less favourably
- to take all reasonable steps to avoid putting students with disabilities at a substantial disadvantage
- to publish an Accessibility Plan

Since April 2011, schools have also been bound by Schedule 10, relating to disability, of the Equality Act 2010 called the Public-Sector Equality Duty (also known as the PSED, or simply the “Equality Duty”).

The Equality Duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups.

The new Equality Duty has two parts: the “general” duty and “specific” duties.

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact on students and staff. Schools are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment and victimization.
- Advance equality of opportunity.
- Foster good relations.

There are two specific duties for schools aim to assist them to meet the general duty. They are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

The School Accessibility Plan contains relevant actions that meet the requirements of the Equality Act to: -

- 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 are the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – the school considers the needs of students, parents and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements. The Robert Napier Accessibility Plan considers how access is to be improved for students with disabilities, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school. The school recognises and values a parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality

## Curriculum

The SEND Code of Practice 0 – 25 (September 2014) underpins the identification and support of students with Special Educational Needs and Disabilities at the Robert Napier School. The new Code of Practice identifies that “All teachers are teachers of students with special educational needs.” The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to SEN. Quality First Teaching is an essential element of addressing and supporting students with SEN in their classes. All Departments at the School have been asked to complete a Provision Map identifying how they can differentiate and support students in their lessons, this has four broad areas of need.

The four Broad Areas of Need (SEND COP 2014) for which the school is responsible for planning provision:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health Difficulties
- Sensory and / or physical needs

The Special Educational Needs Department includes the SENCo, Assistant SENCo (who also has responsibility for students who are looked after Children (LAC)), and an Administrative Assistant. The EAL teachers work with students who have difficulties with English and they also work closely with curriculum staff to help differentiate the curriculum itself.

The School has a specialist unit for students with visual impairments (VI). The VI Support Team is led by a VI Specialist Teacher and includes designated LSA staff and a Braille/Keyboarding Tutor. Our VI students can join in with most activities in most lessons. Difficulties occur in Mathematics (understanding spatial concepts), Science (use of microscopes, and some experiments where results are purely visible), and PE (for team sports – here, the LSA works with the student in a pair). Interactive whiteboards often cannot be seen by the VI students. This can be solved by seating students by the teacher's laptop. In addition to this:

- VI students can receive information in an appropriate format e.g. large print or Braille.
- All our VI students have access to voice text - i.e. information in an audio formats

The School has a discrete provision called "Access to Mainstream" (A2M), for students in years 9 to 10 who otherwise would need to attend a special school. **The school will not be accepting new referrals to the A2M provision.** It is the intention of the school to develop the A2M provision in the coming months to support students with Learning Difficulties in Key Stage 3, to develop and improve their literacy and numeracy skills.

We will assess any students who may require Access Arrangements for their Public Examinations during term 6 of year 9. We will determine whether a student has an impairment that will cause them significant and long-term difficulties; we are able to offer them a variety of arrangements that will create a 'level playing field' and allow them to achieve their full potential. These arrangements can include a Reader, Scribe, Extra Time, Supervised Rest Breaks, Use of IT, and working in a smaller room.

## **The Physical Environment**

Improving the physical environment of the school to increase the extent to which students, adults and members of staff with disabilities can use the school facilities and resources. The main improvements include:

1. Within the main school buildings new carpet was installed in three corridors and six classrooms within the main school buildings. The carpet replacing the existing wooden flooring and the vinyl within the corridors. This improved the acoustics to assist those students and staff with hearing difficulties. By the end of the summer holidays 2015 carpet was fitted in the remaining two corridors and all classrooms within the main block. New carpet was also be installed in 6<sup>th</sup> form common room and Room 4.
2. New digital sound system has been installed within the main school hall to assist with acoustics in this large building. These developments will assist those with hearing difficulties during weekly assemblies in the future.
3. The cost of installing a hearing loop within the main hall is to be investigated.
4. Installing a ramp and hand rails into main Science Block to assist wheelchair access.
5. Two 'Evac Chairs' have been installed in Caxton Block for evacuation of students with physical disabilities on first and second floor landings.
6. Reception area redeveloped in 2014 with split levels in line with DDA requirements.
7. Improvements to paths to assist students and staff with mobility issues to gain entrance/exit to school fields during breaks plus to assist during fire alarm evacuations.

8. Plan to install retractable seating into main hall (if it is possible to sort out floor loading issues). This will improve sight lines for all users; this will provide a much better teaching environment alongside the developments in 2 and 3 above.
9. New Blackout blinds have been installed in every classroom within the main school building together with the sixth form common room and room 4 (maths centre). Further roll out of new black out blinds is planned for other areas within the school. These will improve quality of blackout achievable particularly for those students with visual impairments when IWB projectors are used for teaching and learning.
10. The Main Hall has been repainted to make it brighter for those with visual impairments.
11. New lighting has been installed in Sports Hall to improve light quality for those taking exams and sports activities.
12. Programme of redecoration of teaching classrooms to improve environment and light quality.
13. Lighting in corridors and classrooms continue to be upgraded on a rolling basis. In the main school we are currently unable to gain access to the roof voids and as such the roll out will continue once access is available.
14. Yellow edges to steps are regularly redone.
15. Banisters on stairs now extend so that they begin before the top of the stairs and extend beyond the end of the stairs. .
16. All desks are currently the same height throughout the school. Specialist furniture will be purchased when required.

### **Written Information**

The Robert Napier School is committed to improving the delivery **of information which is provided in writing** to students, parents and other stake holders.

- All letters sent from school are in same font size and same font size, chosen for clarity and ease of reading.
- All hand-outs provided for students are copied on to either blue or green paper, this reduces impact of difficulties experienced by students with Dyslexic or visual stress or difficulties such as Irlen Syndrome.
- The SEN Department can provide overlays for students who have been diagnosed with Irlen Syndrome.
- The Head of the Visual Impairments Unit will provide CPD for teaching and support staff on the difficulties that students with Visual Impairments experience, and how they can be addressed.
- Students who have difficulties in presenting work that is legible are supported to improve their handwriting by the SEN Department. They also will be able to use an Alphasmart Word Processor to present their work in Key Stage 3.
- Older students in Key Stage 4 identified as having difficulties in presenting work will be offered the loan of a school notebook to use in school. They will be able to use IT in their Public Examinations as an Access Arrangement if this becomes their 'normal way of working'.

### **Views of those consulted during the development of the plan**

- All sections of the school community are encouraged to share concerns that can be included in the development of this Accessibility Plan.
- The SENCo, the Head of the VI unit, and the A2M co-ordinator have been consulted about very specific details of the provision.

- All students with Education Health and Care Plans (Statement of SEN) have an annual review where student and their parent/carer(s) are consulted about the provision that the school offers and can contribute to any support that may be required.
- There is regular liaison with the advisory teacher for visually impaired children and the advisory teacher for hearing impaired children and the SEN caseworker.
- We work closely with the Kent Association for the Blind who provide all our mobility training.
- The school has a multi- agency approach and welcomes advice from our Counsellor, Behaviour Support Worker, and Educational Psychologist as well as outside agencies in how we may support groups and individual students.
- Parent/Carers visit the school in year 5 and year 6 which also helps us with our planning for any students with disabilities who may join the school in the future years.

### **Coordination:**

The coordination and implementation of Accessibility Plans will be led through the Trust Business Manager who manages our site and all facilities. This will involve the co-ordination of the work of the Site Manager and his team other external workers/contractors for the school.

### **Monitoring and Review**

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

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy and the SEN Information Report
- Teaching and Learning Policy

The Accessibility Plan relates to the accessibility audit of the School, which remains the responsibility of the Local Governing Body. It may not be feasible to undertake all actions identified during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Policy and Plan will be published on our school website. The policy will be reviewed every three years and updated as appropriate unless a statutory requirement or issues identified in the practical application of the policy occur prior to the scheduled review of the policy. The School Accessibility Plan will be monitored, reviewed and reported on by the Local Governing Body.