



THE
**ROBERT
NAPIER**
SCHOOL

Accessibility Plan

*Amended: **Spring 2024** Next Review date: **Spring 2027***

*Reviewed & Approved by Headteacher: **Mrs J Tomkins***

A **Beyond** ACADEMY
SCHOOLS TRUST

Introduction

The Beyond Schools Trust 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 Beyond Schools Trust's schools.

The Trustees, and staff of The Beyond Schools Trust recognises its 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 a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the "Equality Duty"). This 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 and has two parts: the "general" duty and "specific" duties.

The general duty is the overarching legal requirement, which means that schools 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.

The two specific duties for schools which aim to assist them to meet the general duty 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 Beyond Schools Trust's 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 schools' visits.
- Improve and maintain access to the **physical environment** of the Trust schools, adding specialist facilities as necessary. Consider the needs of students, parents and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements to Trust schools. The Trust's Accessibility Plan considers how access is to be improved for students with disabilities, staff and visitors to individual Trust schools, anticipating 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. 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 Beyond Schools Trust. This states 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. That 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 and an Administrative Assistant. The EAL TAs work with students who have difficulties with English, and they also work closely with curriculum staff to help differentiate the curriculum itself.

We have a specialist unit for students with Vision Impairment (VI). The VI Support Team is led by a VI Specialist Teacher in training and includes designated support staff. Our VI students can join in with most activities in most lessons. Where students need extra time either before or after specific lessons to embed technical understanding or language, they are withdrawn from lessons for 1:1 or small group work. In addition to this our VI Support Team use specialist equipment (such as a Braille machine for example) to adapt any required resources so that our VI students have full access of the curriculum.

We will start screening and testing any students who may require Access Arrangements for their Public Examinations from term 4 of Year 9. We will determine whether a student has a substantial long-term impairment that will cause them a significant disadvantage in academic performance in comparison to most of their peers. We will be able to offer reasonable adjustments in the form of Access Arrangements regulated by the Joint Council for Qualifications that will create a 'level playing field' and allow students to achieve their full potential. These arrangements can include a Reader, Scribe, Extra Time, Supervised Rest Breaks, Use of word processor, Prompter, Modified/Enlarged/Coloured papers, Practical Assistant, and working in a smaller room.

Students who may require Access Arrangements for their Public Examinations will be assessed to determine whether they have an impairment that will cause them significant and long term difficulties. Students are offered a variety of arrangements that will create a 'level playing field' and allow them to achieve their full potential: eg, provision of a Reader, Scribe, Extra Time, Supervised Rest Breaks, Use of IT, or a provision of a smaller room.

The Physical Environment

We regularly monitor and improve 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.



Written Information

The Beyond Schools Trust is committed to improving the delivery of information which is provided in writing to students, parents, and other stake holders.

Views of those consulted during the development of the plan.

- All sections of the Beyond Schools Trust community are encouraged to share concerns that can be included in the development of this Accessibility Plan.
- The SENCOs for each Beyond Schools Trust school are consulted about the very specific details of the provision in their individual Trust school.
- All students with Education Health and Care Plans (EHCPs) have an annual review at which the student and their parent/carers are consulted about the provision that the individual Trust school's offer and are able to contribute to any support that may be required.
- The Beyond Schools Trust schools have a multi-agency approach and welcome advice from outside agencies (e.g., Educational Psychologist, Counsellor) in how they may support groups and individual students.

Coordination

The coordination and implementation of Accessibility Plans will be led through The Beyond Schools Trust Executive Business Managers who manages our sites and all Trust school facilities. This will involve the co-ordination of the work of the Site Managers for each individual Trust school and their team and other external workers/contractors for the school.

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 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.



*Amended: **Spring 2024***

*Review Cycle: **Every 3 years***

*Next Review date: **Spring 2027***

*SLT Responsibility: **Headteacher***

*Approval Level: **Governing body, individual governor or headteacher***

*Reviewed & Approved by: **Headteacher Spring 2024***

