



Outcomes  
First Group



## **NAPIER SCHOOL ACCESSIBILITY POLICY 2026-2029**

## **The purpose of this document**

This policy and attached plan reflects the values and ethos of Napier relating to accessibility.

The purpose of which is to set out a framework that all staff are able to operate within. This policy is written with due regard with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA).

It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DFE.

Napier School is an independent day school for pupils aged 5 to 11. The school offers places to pupils who have Autistic Spectrum Condition (ASC).

- we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- we are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy; The school recognises its duty under the DDA (as amended by the SENDA)
- 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
- the Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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 Objectives**

All staff at Napier School are committed to creating and maintaining an inclusive environment. We will continue to develop the school with the following objectives in mind.

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability access the best opportunities
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

In performing their duties, management and staff will have regard to the DRC Code of Practice (2002).

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities and respects the parents' and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

Through the provision of a rich, broad and balanced curriculum we will;

- set suitable learning challenges

- respond to pupils' diverse learning needs, recognising that these needs may change over time
- overcome potential barriers to learning and assessment for individuals and groups of pupils

- Increase access to the curriculum for pupils with a disability and/or sensory impairments, expanding the curriculum as necessary to ensure that all pupils are prepared for their next steps (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 leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

### ACCESSIBILITY PLAN 2026 - 2029

Target	Actions	Timescale	Success Criteria
Staff will continue to identify appropriate clinical input and therapeutic support.	<ul style="list-style-type: none"> <li>- Identify clinical and therapeutic support (SALT, OT, Clinical)</li> <li>- Clinical team will continue to work on a universal approach, supporting children with their SALT and sensory needs.</li> </ul>	<p>Review July 2026</p> <p>Reviewed 3x a year – Autumn term, Spring Term, Summer term</p>	Pupils' learning will be supported by appropriate clinical and therapeutic services to support with readiness for learning. This could include SALT, OT or sensory circuits.
Produce an annual plan outlining a range of activities to promote pupils' spiritual, moral, social and cultural development	<ul style="list-style-type: none"> <li>- Link to cultural events and curriculum links</li> <li>- All staff to contribute to the plan and implementation of the plan</li> </ul>	<p>Review July 2026</p> <p>Reviewed 3x a year – Autumn term, Spring Term, Summer term</p>	Pupils participate in a range of activities alongside the taught curriculum to widen their experiences and support growth and development
Pupils will continue to access a Pre-formal, Semi-formal, or Formal curriculum, ensuring that every child is able reach their full potential.	<ul style="list-style-type: none"> <li>- Follow admissions process and pupils EHCP's staff will identify appropriate route into</li> </ul>	<p>Review July 2026</p> <p>Reviewed 3x a year – Autumn term, Spring Term, Summer term</p>	All pupils will follow an appropriate curriculum to support with their individual needs. Early years and KS1 will follow the Early Years Foundation Stage and EYFS,

	learning . (Pre-formal, Semi- formal or formal curriculum)		KS1 and KS2 will have access to 3 adapted curriculums, Pre-formal, Semi- formal or formal curriculum.
Continue to create a communication rich environment so pupils are able to express needs and wants. Where required, visuals will be adapted for individual pupils E.g size, contrasting background etc.	<ul style="list-style-type: none"> <li>- Staff to consistently use Sign Support English.</li> <li>- Speech and language therapist will support with visuals and supporting pupils on a universal level and for some students, a more targeted approach.</li> </ul>	<p>Review July 2026</p> <p>Reviewed 3x a year – Autumn term, Spring Term, Summer term</p>	Napier school will have a communication rich environment with all pupils having access to aided language boards, core boards, AAC devices (Where applicable).

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Target	Actions	Timescale	Success Criteria
To ensure the safety of the site to promote independence for our pupils.	<ul style="list-style-type: none"> <li>- Continue to monitor fencing and the gates to ensure children are able to independently cross to the playground</li> <li>- Area's within the school will be risk assessed annually to ensure they are safe and accessible for all children.</li> </ul>	<p>Review July 2026</p> <p>Reviewed 3x a year – Autumn term, Spring Term, Summer term</p>	Napier School will continue to be a safe environment where independence is promoted, allowing the children to prepare for adulthood.
Continually develop the school grounds to enrich the sensory experiences for pupils.	<ul style="list-style-type: none"> <li>- Work continually with clinical colleagues to develop opportunities for sensory integration across the school.</li> </ul>	<p>Review July 2026</p> <p>Reviewed 3x a year – Autumn term, Spring Term, Summer term</p>	Pupils in need of sensory stimulation and deep pressure will be able to access in a safe manner and throughout the school, there will be equipment and resources to support with regulation.

<p>The Early Years and KS1 playground will be accessible to all students and provide a rich, engaging play environment.</p>	<ul style="list-style-type: none"> <li>- SLT will continue with the phase plan, including sorting drainage, levelling playground then will be able to set up the equipment.</li> </ul>	<p>July 2026</p>	<p>Success will be evident when the Early Years and KS1 playground is fully accessible to all pupils and offers a rich, engaging play environment with a range of inclusive play opportunities. Pupils will be able to move around the space safely and independently, with increased engagement in play.</p>
<p>Handrails will be fitted to both sides of the staircase and be a contrasting colour to the wall to support children with a visual impairment to safely go up and down the stairs.</p>	<ul style="list-style-type: none"> <li>- Additional handrail will be put up and lowered to allow easy access for the children.</li> </ul>	<p>April 2026</p>	<p>Stairs will be accessible for all pupils.</p>