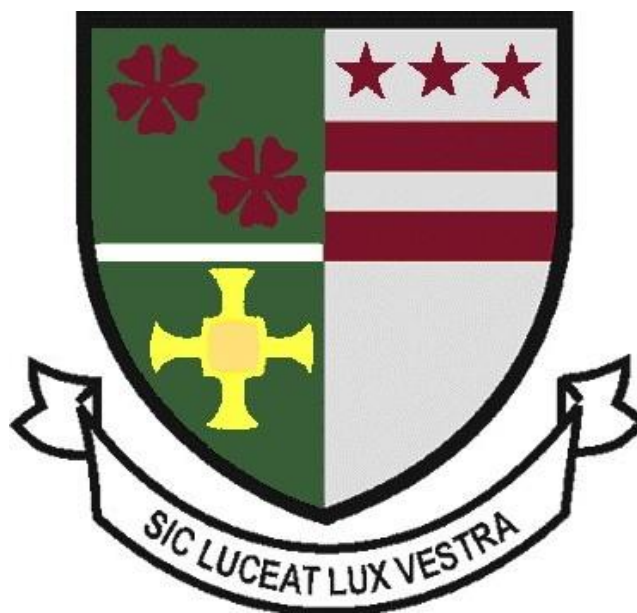


St Robert of Newminster Catholic School & Sixth Form College



Accessibility Plan 2025-2028

Reviewed: September 2025
Next Review: September 2028



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Accessibility Plan

The aims of this plan are underpinned by the following definition as described by the Equality Act (2010).

“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”

Physical or mental impairments can include:

- Learning difficulties
- Physical difficulties
- Sensory difficulties
- Long-term medical difficulties
- Speech, language and communication difficulties
- Emotional and social difficulties
- Mental health difficulties

The school aims to:

- Where possible maximise the extent to which disabled pupils can participate in the school curriculum.
- Where possible improve the physical environment and maximise the extent to which disabled pupils can take advantage of the school's facilities, resources and associated services.
- Set suitable learning challenges for all pupils and develop outstanding provision for diverse learning needs.
- Ensure all students are empowered to overcome barriers to learning.

Details of the Plan

Where possible maximise the extent to which disabled pupils can participate in the school curriculum:

- St Robert of Newminster will assess the needs of every disabled individual, taking advice from external agencies where appropriate, and based on that assessment will take reasonable steps to avoid putting disabled pupils at a disadvantage. Examples may include providing ICT equipment such as a laptop to support writing for students with physical disabilities, or vision aids for students with visual impairment.
- Students will be welcomed wherever possible into mainstream provision and will have access to a balanced curriculum which suits their needs.
- Where possible teachers and the Senior Leadership Team of the school will plan lessons in order to accommodate disabled students, including access for wheelchair users.

Where possible improve the physical environment and maximise the extent to which disabled pupils can take advantage of the school's facilities, resources and associated services:

- The school will continue to maintain and develop where possible the layout of the school building and site including all academic, sporting, play and social facilities (classrooms, assembly halls, canteen, library, sports hall, playgrounds and common rooms) in order to allow access for all pupils.
- The school will continue to maintain and develop where possible access to, from and past doorways, steps and stairs, toilet facilities, pathways/routes (that are logical and well signposted) and parking for all users but particularly wheelchair users.

- Where possible the school will maintain and develop lighting, non-visual guides and décor or signage in order to assist disabled pupils with visual impairment, autism or epilepsy, in and around the building.
- The school will where possible take steps to reduce background noise for hearing-impaired pupils.
- The school will (in line with its Health and Safety policy) strive to ensure that emergency and evacuation systems are in place for all pupils.

Set suitable learning challenges for all pupils and develop outstanding provision for diverse learning needs:

- The school encourages high aspirations from pupils with regard to their learning and sets high expectations for all pupils regardless of any disabilities.
- Where possible classrooms will be organised to facilitate the full inclusion of pupils with disabilities.
- Teachers will use a range of organisational approaches such as setting, grouping or individual work to ensure all pupils can be successfully included.
- Teachers will plan the pace of lessons carefully to ensure all pupils have opportunities to learn, allowing for additional time needed by some disabled pupils.
- An individual student's prior attainment will be used to select programmes of study within the appropriate key stage, for example some students in Key Stage Three who scored below 'secondary ready' in their KS2 SATs may follow aspects of the KS2 curriculum for Literacy and Numeracy to 'bridge the gap.'
- Teachers will provide a flexible approach to planning the curriculum for all pupils but particularly those who have gaps in their learning or need additional support.
- The school will continue to work toward developing and providing a flexible curriculum that will meet diverse needs, ensuring the curriculum is differentiated across Key Stage 3 and Key Stage 4 and suitable curricular pathways are available to all students.
- The school will continue to work towards ensuring that the needs of individual students form an integral part of curriculum planning.
- SEND review procedures will be used to inform the school with regard to the type of support needed and provision for this for students with disabilities.

Ensure all students are empowered to overcome barriers to learning:

- The school will provide access to ICT as appropriate to support pupils with physical disabilities and will ensure where possible activities are provided to enable physically disabled pupils to make progress in practical areas of the curriculum.
- The school will continue to work toward providing effective support for pupils who need help with communication, language and literacy via, for example, the use of visual and written materials in different formats suitable to individual needs.
- Where possible, extra opportunities will be provided for students learning English as an additional language to speak and write in their first language, with a gradual removal of this support over time, to encourage independence in accessing English.
- The school will ensure where possible that all pupils have access to a full, broad and balanced national curriculum suitable to their level of ability.
- The school will continue to develop the delivery of materials and formats in order to assist pupils with disabilities, ensuring that where needed the full range of support services provided by the Local Authority are utilised when needed.
- Students' behaviour will be managed in order to encourage students to value and respect each other while encouraging and teaching independent working skills.