



Disability Access Plan

Adopted by trustees: February 2019

Review date: May 2020

Introduction

This is the Disability Access Plan for Lancaster Steiner School. The Disability Discrimination Act 1995, since repealed and replaced by the Equality Act 2010, states that schools must prepare an accessibility plan aimed at

- a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

As a school we have identified the following key areas for improvement:

- i. *Differentiation in teaching.* One of our most fundamental aims for the coming period is to improve our differentiation for pupils with additional needs, including SEN and disabilities. Although we do not currently have any pupils with disabilities, improving our differentiation practice and procedures will allow appropriate measures to be taken should any pupils with disabilities join the school;
- ii. *Improving disabled access to our buildings.* Our building is small and over 100 years old, and therefore presents some difficulties for access. However there are steps that can be taken to improve the situation which are outlined in the plan;
- iii. *Assistive technologies.* As a Steiner School we do not routinely use computers or other IT in the classroom; however it is possible that certain pupils with SEN, and in the future any pupils joining with disabilities, could benefit from assistive technologies. The plan includes a review of this question.

Our approach to accessibility and inclusion

Lancaster Steiner School is a small school with a focus on gentle, inclusive education, including high levels of physical activity, arts and drama. We have a very strong ethos of considering each pupil as an individual and helping them to progress at their own rate. Although we do not currently have any

pupils with disabilities, we have several with SEN and are committed to making our education accessible to all children. Aided by this plan, we will strive as a school body to make all aspects of the curriculum accessible to all our existing pupils, whatever their need, as well as to all pupils who join in the future, including those with disabilities.

Progress and review

The actions laid out in this plan will be regularly monitored to ensure that targets set are met by the dates specified. The plan itself will be reviewed and updated in May 2020, or before should circumstances change in a way that makes this appropriate.

Cherry Canovan

Trustee equalities lead

(19th February 2019)

Target	Tasks	Progress already made	Timescale	Finance	Responsibility	Monitoring	Success criteria
Access to curriculum							
Ensure that procedures are in place to ensure that the curriculum is accessible to any pupils with disabilities who join the school	Develop a protocol to ensure that appropriate differentiation can be rapidly put in place for any pupils with disabilities who join the school, to ensure full engagement with the curriculum	Differentiation, both for children with SEN and for any pupils joining with disabilities, has been identified as a key area for improvement	By the end of academic year 18/19	To be determined by School Manager as need arises	SENDCO	Teacher Co-ordinator	Protocol in place. Differentiation listed in Provision Maps for each class. College of Teachers reviews differentiation for all current pupils and is satisfied that it is appropriate to each child's needs
	Allocate time and resourcing to planning how pupils with SEN and disabilities can fully access the curriculum	This type of planning, for both children with SEN and for any pupils joining with disabilities, has been identified as a key area for improvement	By the end of academic year 18/19	To be determined by School Manager as need arises	SENDCO	Teacher Co-ordinator	Time regularly set aside in College of Teachers meetings for this planning

	Investigate joining the Activity Alliance's IPE programme to ensure that all pupils, including those with physical disabilities, are able to participate in music, drama and physical activities	Initial contact made with IPE programme. As a Steiner school these activities lie at the core of teaching	By the end of academic year 18/19	To be determined by School Manager as need arises	SENDCO	Teacher Co-ordinator	Decision made as to whether to join the IPE programme.
	Conduct a review into whether the use of assistive technologies could be of benefit to pupils	Technology used to assist pupil with diabetes	By the end of academic year 2019/20	To be determined by School Manager as need arises	SENDCO	Trustee equalities lead	Review of potential need for assistive technologies for pupils with SEN and disabilities, if any, complete and plan put in place for any action needed.
School policies							
Ensure that school training policies incorporate disability access	Research providers of suitable training programmes	SENDCO has begun the research process	By end of academic year 18/19	n/a	SENDCO	Trustee disability access lead	List kept of training programme providers

	Ensure that appropriate training is attended for any specific needs that arise	Diabetes training attended. Coeliac training booked for March	As need arises	To be determined by School Manager as need arises	SENDCO	Trustee disability access lead	Appropriate training undertaken as need arises
	Ensure that staff who attend training feed back relevant information to all other staff and to the trustee disability access lead		As need arises	n/a	SENDCO	Trustee disability access lead	Appropriate feedback given
Ensure that school safety and safeguarding policies incorporate disability access	Incorporate considerations of safety of disabled pupils, staff and visitors in regular fire safety drills	Regular fire safety drills are held	Termly	n/a	School administrator	School manager	All fire drills include considerations of what would happen if a disabled individual was in the building
	Review the school's safeguarding plan to ensure that it incorporates considerations of safety of disabled pupils, staff and visitors		To be completed by the end of academic year 18/19	n/a	Trustee safeguarding lead	Trustee equalities lead	Safeguarding plan is reviewed with disability access considerations in mind

Ensure that all other school policies are mindful of disability access considerations	Review all school policies		To be completed by the end of academic year 18/19	n/a	Trustee equalities lead	Chair of trustees	All other school policies are reviewed with disability access considerations in mind
School buildings							
Optimise accessibility of school grounds and buildings	Review accessibility of school grounds to people with physical impairments	Preliminary inspection complete	By Easter 2019	n/a	School Maintenance Lead	Trustee equalities lead	Full picture of school's physical accessibility documented
	Paint visibility lines onto front and rear steps		By the end of academic year 18/19	n/a	School Maintenance Lead	Trustee equalities lead	Lines painted
	Erect signs for accessible route into school buildings		By the end of academic year 18/19	Finance for any pre-made signs needed to be approved by School Manager	School Maintenance Lead	Trustee equalities lead	Signs in place
	Ensure accessible bell is maintained	Accessible bell installed	Ongoing daily checks	n/a	School administrator	Trustee equalities lead	Accessible bell functional at all times
	Review possibility of erecting handrail at front steps	Handrail at rear steps provided	By the end of academic year 18/19		School Maintenance Lead	Trustee equalities lead	Decision made as to whether a handrail can be fitted and, if appropriate, plan put in place to fit it.

	Review rear wheelchair accessible-route	Preliminary inspection complete	By the end of academic year 18/19	n/a	School Maintenance Lead	Trustee equalities lead	Route and rear door assessed as to its accessibility. If anything needs maintenance or repair, plan put in place to carry out this work.
Ensure that bathroom and other internal facilities are of an appropriate standard	Perform regular inspection of disabled bathroom to ensure that it is being kept at an appropriate standard		Weekly	n/a	School administrator	Trustee equalities lead	A system of regular disabled bathroom checks is implemented.
	Perform regular check of walkways, doorways and corridors to ensure they are free of obstructions		Weekly	n/a	School administrator	Trustee equalities lead	A system of regular access checks is implemented.

Classrooms							
Ensure that classrooms are organised to optimise accessibility for pupils with disabilities	Consider and, if necessary, alter classroom organisation to meet the needs of any disabled pupils who join the school	All classroom furniture is easily movable which enables the space to be appropriately organised to meet individual needs	As need arises	To be determined by School Manager as need arises	SENDCO	Trustee equalities lead	Classroom optimally organised to meet needs of any disabled pupils who join the school.
Ensure that classroom equipment is appropriate to the needs of pupils with disabilities	Consider whether existing equipment is appropriate to the needs of any disabled pupils who join the school and, if necessary, buy new equipment to aid accessibility.		As need arises	To be determined by School Manager as need arises	SENDCO	Trustee equalities lead	Appropriate equipment is in place to meet the needs of any disabled pupils who join the school.

Letters and documentation							
Ensure that all school letters and documents are accessible	Review parental preferences as to methods of communication.	Weekly newsletter available either via email or as a printed copy according to parental preference	Email sent by Easter break.	n/a	Admissions co-ordinator	School manager	Parents given the opportunity to state communication preferences/needs
	Provide letters and other documentation in a variety of forms according to parental need/preference eg online, printed	See above	By the end of academic year 18/19	To be determined by School Manager as need arises	Admissions co-ordinator	School manager	Communications aligned with parental preferences/needs
	Provide large print/audio format if need arises		As need arises	To be determined by School Manager as need arises	Admissions co-ordinator	School manager	These formats available if necessary
Ensure that school website is accessible	Ensure appropriate use of alt text		By the end of 2019	n/a	School Website Lead	Trustee equalities lead	Appropriate alt text in place on website

	Review whether website is compatible with audio software		By the end of 2019	n/a	School Website Lead	Trustee equalities lead	Review of school website's accessibility via audio software complete and plan put in place for any action needed.
Plan review							
Review and update this plan on a regular basis	Review plan and update as necessary		By the end of academic year 2019/20	n/a	Trustee equalities lead	Chair of trustees	Revised document produced by end of academic year 2019/20