



LANCASTER
STEINER SCHOOL



DISABILITY ACCESS STATEMENT 2021

VERSION DATE APRIL 2021

DOCUMENT REVIEW PERIOD: JANUARY - APRIL 2023



DISABILITY ACCESS PLAN

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 The Disability Discrimination Act 1995, since repealed and replaced by the Equality Act 2010, states that schools must prepare an accessibility plan aimed at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 was reviewed and updated in October 2020 and will be reviewed again in Spring 2022 or before should circumstances change in a way that makes this appropriate.



Target	Tasks	Progress already made (Oct 2020 update) (April 2021 update)	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 Protocol stated in SEND & Inclusion Policy and regularly reviewed. Differentiation listed in provision maps as of Autumn 19. Teacher review ongoing. Reviewed termly by SENDCo (October 2020)	Ongoing as part of school monitoring procedures (October 2020)	To be determined by School Manager as need arises	SENDCO	Trustees with responsibility for Monitoring Quality of Teaching	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. SEND section now included in EYFS and CoT meetings (October 2020)	Ongoing since November 2018	To be determined by School Manager as need arises	SENDCO	Trustees with responsibility for Monitoring Quality of Teaching	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. Teacher attended 14/3/2020. Learning disseminated to College of Teachers. Due to lockdown training has yet to be implemented	Training to be implemented during summer term 2021	To be determined by School Manager as need arises	Class teachers	SENDCo	Decision made as to whether to join the IPE programme. Training has been undertaken. Results to be implemented.



	Conduct a review into whether the use of assistive technologies could be of benefit to pupils	Technology used to assist pupil with diabetes Trialled and risk assessment written but device was not fully functional (2020) Laptop provided for pupil with dyslexia (February 2020)	By the end of academic year 2020/21	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 for all staff. Regular diabetes training (at least annually), Mental Health First Aid training (March 2020), Mental Health Wellbeing (All staff October to November 2020), Proact SCIPr course (Positive Range of Option to Avoid Crisis and use Therapy – Strategies for Crisis Intervention and Prevention. From the office of departmental disabilities (OMRDD	Training completed on 8 th June 2021	n/a	SENDCO	Trustee disability access lead	List kept of training programme providers - see SCR for staff training



		State of New York) (June 2021), Online training with the Open University for Autism/Dyslexia (selected staff Jan 2021), SENDCo to research Dyspraxia training for staff for year 2021/22)					
	Ensure that appropriate training is attended for any specific needs that arise	Diabetes training attended. Coeliac training booked for March. Further diabetes training has been attended. Online autism/dyslexia training begun.	As need arises	To be determined by School Manager as need arises	SENDCO	Trustee disability access lead	Appropriate training undertaken as need arises. Dyspraxia training to be organised.
	Ensure that staff who attend training feed back relevant information to all other staff and to the trustee disability access lead	Feedback from training being given on ongoing basis to CoT.	As need arises	n/a	SENDCO	Trustee disability access lead	Appropriate feedback given – records in College minutes



<p>Ensure that school safety and safeguarding policies incorporate disability access</p>	<p>Incorporate considerations of safety of disabled pupils, staff and visitors in regular fire safety drills</p>	<p>Regular fire safety drills are held Ear defenders for pupils with sensory needs are used during fire drills; Staff keep children with high anxiety close during fire drills; Additional risk assessments undertaken as appropriate for activities where pupils with disabilities are more at risk</p>	<p>Termly</p>	<p>n/a</p>	<p>Office assistant</p>	<p>School manager</p>	<p>All fire drills include considerations of people with a disability Teachers can talk about how to support those with a disability in all situations</p>
	<p>Review the school's safeguarding policy to ensure that it incorporates considerations of safety of disabled pupils, staff and visitors</p>	<p>September 2020</p>	<p>Annually</p>	<p>n/a</p>	<p>Trustee safeguarding lead</p>	<p>Trustee equalities lead</p>	<p>Safeguarding policy is reviewed with disability access considerations in mind</p>



Ensure that all other school policies are mindful of disability access considerations	Review all school policies	All policies are reviewed to ensure disability access has been considered	annually or biennially	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 Rear door now has wheelchair ramp (October 2020)	Completed October 2020	n/a	School Maintenance Lead	Trustee equalities lead	Full picture of school's physical accessibility documented
	Evacuation of a disabled person in a fire incident	All staff are tasked with the responsibility of ensuring a disabled person gets out of the building safely	Training completed by 31 st May 2021		School Manager	Trustee equalities lead	All staff to have completed fire training
	Paint visibility lines onto front and rear steps	Lines are painted on the front and back step	Completed January 2020	n/a	School Maintenance Lead	Trustee equalities lead	Lines painted
	Erect signs for accessible route into school buildings	Signs have been ordered	Completed 31/05/2021 Signs in place	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 bi-weekly checks	n/a	Caretaker	School manager/ Trustee equalities lead	Accessible bell functional at all times
	Review possibility of erecting handrail at front steps	Handrail at rear steps provided			School Maintenance Lead	Trustee equalities lead	Decision made not to fit hand rail to the front for the following reasons: 1) unable to use the hand rail when the door is open 2) Hand rail will impede the escape route
	Review rear wheelchair accessible-route	Preliminary inspection complete	Completed October 2020	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		Daily	n/a	School Cleaner	School manager/ 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		Daily	n/a	School Manager	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 Arrangements of classrooms are reviewed and altered on an ongoing basis to assist pupils with eg autism and dyspraxia. One pupil with autism sitting on the edge	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.



		<p>with space behind to allow wandering time. One pupil with autism sitting close to "chill out area". Wobble cushions available for pupils with proprioceptive needs. Classrooms have low visual stimulus (muted colours, only necessary wording on displays, no screens, no florescent lighting) and also low auditory stimulus (all classrooms carpeted, all children and staff wear slippers).</p> <p>Yoga balls ordered for class with high number of pupils with sensory/proprioception needs.</p>					
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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.	A number of relevant equipment acquired e.g. talk tins, wobble cushions, laptops, pencil grips, coloured overlays, triangular pencils, chunky whiteboard pens, timers for wandering time, eating time for pupils with various eating disorder/issues – used with all pupils to encourage healthy eating habits, subscription to reading eggs, yoga balls	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.
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Letters and documentation							
Ensure that all school letters and documents are accessible	Review parental preferences as to methods of communication.	Newsletter available either via email or as a printed copy according to parental preference	Email sent at start of each academic year and to all new pupils as part of admissions process.	n/a	Office Assistant	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	See above	To be determined by School Manager as need arises	Office Assistant	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	Office Assistant	School manager	These formats available if necessary
Ensure that school website is accessible	Ensure appropriate use of alt text	Tested on Microsoft Edge and Internet Explorer with JAWS (April 2021)	Complete 30 th April 2021 Alt text to be included by end	n/a	School Website Lead	Trustee equalities lead	Appropriate alt text in place on website

		Alt text to be incorporated on website images	December 2021				
	Review whether website is compatible with audio software	As above – however additional descriptions of pictures could be incorporated	As above	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	Reviewed April 2021	By the end of academic year 2022/23	n/a	Trustee equalities lead	Chair of trustees	Document maintained and regularly updated.