



## **Accessibility Statement and Plan (2016 — 2019)**

### **Introduction**

Compliance with the Equalities Act 2010 is consistent with the Steiner Academy Bristol's aims and equal opportunities policy, and the operation of its SEND policy. In performing their duties, governors and staff will have regard to the SEND Code of Practice (2015) and the school recognises its duty under the Equalities Act 2010.

This Accessibility Statement and Accessibility Plan comply with the Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.

Disability is defined 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."

### **An accessibility plan is a plan for:**

- Increasing the extent to which disabled pupils can participate in the school's curriculum,
- 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
- Improving the delivery to disabled pupils of information, which is readily accessible to pupils who are not disabled.

Equality Act 2010: Schedule 10, Paragraph 3

### **Aim**

To reduce and, where possible, eliminate barriers to accessing the curriculum and to ensure full participation in the life of Steiner Academy Bristol for pupils, and prospective pupils, with a disability.

### **Section One: Vision Statement**

#### **Principles**

Steiner Academy Bristol provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

Steiner Academy Bristol will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the permanent site and premises

### Access to Premises and Facilities

No pupil is ever prevented from physically accessing the location of any lesson at Steiner Academy Bristol, even if this requires rewriting the school timetable. The school fulfills all duties under the Equality Act 2010. We are always happy to discuss the individual accessibility requirements of pupils, parents or any visitor to the school.

### Full access to education, school trips and physical education

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school has a policy for pupils with medical conditions.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015~~24~~) is followed.

### Admission Arrangements for pupils with Special Educational Needs and Disabilities

No pupil will be refused admission to school on the basis of his/her Special Educational Needs or Disabilities where we are able to meet that child's educational needs. In line with the Equalities Act 2010, we will take all reasonable steps to provide effective educational provision.

### Linked Policies

This Plan will contribute to the review and revision of related school policies, including:

- School development plan
- Building and site development plan
- SEND policy
- Equal Opportunities policy
- Curriculum policies.
- Complaints policy

Approved by: .....

Date: .....

Next review date: .....

Review frequency: At least every three years.

**Commented [IS1]:** SEND code updated in Jan 2015 in which amongst other changes; explicitly states schools 'obligations to pupils with disabilities under the Equality act 2010

## Section 2: Accessibility Plan 2016-19

Please read this Accessibility Plan in conjunction with the SEND Policy

### Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-evaluation and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are encouraged to attend age relevant after school clubs, cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, differentiation and recording methods  Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD  Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms

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Commented [IS2]: Something here about ALL pupils with SEN having pupil passports/ profile of their strengths/weaknesses/ strategies to support them

All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	As required	HT/SENCO	All pupils in school able to access all educational visits and take part in a range of activities
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## Physical Environment

The school site has been planned so that all specialist teaching areas are fully accessible for wheelchair users, and so that of the two home classrooms for each year group, one will be fully accessible for wheelchair users. This means that children will be able to participate fully in all aspects of the curriculum regardless of mobility issues.

Adaptations to the school site for other disabilities (e.g. hearing, vision) are made on an individual case / needs-led basis as determined by admissions.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Pupil Passport process when required	As required	SENCO	Pupil Passports in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Principal	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Principal	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Principal	Access issues do not influence recruitment and retention issues
	Ensure staff aware of Environment Access Standard			

Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Principal/ Governors/ School Business Manager	Re-designed buildings / spaces are usable by all
Ensure access to reception area to all	Improve access to reception area during any re-design  Develop system to allow entry for wheel chair users	Consider in any new development	School Business Manager	Disabled parents/carers/ visitors feel welcome
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	School Business Manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties  Develop a system to	As required  Each Sept	SENCO  SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure hearing equipment in classrooms to support deaf children	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	School Business Manager	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access  Egress routes visual check	On-going and as required and as appropriate  Weekly	Fire Safety Officers and SBM	All disabled staff, pupils and visitors able to have safe independent egress

## Written Information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	School Office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Office	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Current	Office/ Website design team	All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications

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Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2017	EAL co-ordinator	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective	Access to translators, sign language interpreters to be considered and offered if possible	As required Currently being provided	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for	Ensure website is fully compliant with requirement for access by person with visual impairment.	2017	Office	All can access information about the school