



ACCESSIBILITY PLAN

ST PAUL'S STEINER SCHOOL

August 2018

Reviewed Annually

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

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 Objective

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.

Principles

- The school recognises its duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her 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 as required to meet the needs of individual pupils; and seeks to endorse key principles, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate healthcare professionals.

Staff training will be completed where there is an identified need to ensure that those pupils with that need can access the curriculum effectively. Whether that be on health and safety or through specific differentiation for example.

The school will ensure that they continue to ensure that all areas of school life, curriculum and beyond are accessible to all students. During any planning phase for adaptation to the school

building, pupils and parents/carers will be included in any consultation in aiming to meet the needs of all.

Currently the building is inaccessible to those in a wheelchair above the ground floor. We will strive to ensure that there is adequate provision on the groundfloor and building curtilage for the timetable to be managed effectively in order that no pupil will miss out on any curriculum area.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The building has accessibility via ramps to the ground floor. There is a designated Health and Safety person and premises support on hand to aid with any accessibility issues. The Health & Safety team carry out continuing assessment of accessibility. Any actions identified to ease accessibility will be costed and timelines produced to ensure they are rectified without undue delay. A site accessibility review will happen not less than annually.

c) Provision of information

The school will make itself aware of local services for providing information in alternative formats when required or requested.

The school has designated a Health & Safety representative on the board of trustees who will also lead on accessibility to ensure that plans and strategies are devised to ensure progressive compliance with all required legislation and are consistent with our inclusive ethos.

d) Financial planning and control

The Leadership Team, together with the Finance Group and trustees will review the financial implications of the School Accessibility Plan annually as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

1. Review the existing school buildings for the following:
 - Assess accessibility on physical grounds
 - Assess curriculum accessibility
 - Devise action plan for any areas that fall short
2. Procure and provide height adjustable desk in ground floor classrooms as required for the intention of increasing accessibility for any pupils who may have physical impairment.
3. Include accessibility goals in the Premises strategic planning and any listed building plans for the building and curtilage to improve accessibility.
4. Review this accessibility plan as part of the strategic review of the school and its curriculum not less than annually in order to ensure that no pupil is discriminated against.

TBR August 2019