## Logo Blue

## ACCESSIBILITY POLICY

**Statement of aims**

This Accessibility Plan intends to meet the requirements of the Disability Act 1995, the Special Educational Needs and Disability Act 2001 and Schedule 10 of the 2010 Equality Act and subsequent updated provisions.

Bristol Steiner School aims to provide an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The school is further committed to developing a culture of awareness, tolerance and inclusion.

Steiner Waldorf schools are founded on respect and care for the development & individuality of human beings in the context of their cultural & natural environment. The educational approach seeks to be hospitable to the ethnicity, family background or other traditions of the children & to provide them with insight & understanding for the diversity of human beings as a whole.

As outlined in our Admissions and Equal Opportunities Policies, our Parent and Child Groups, Kindergarten and School are committed to making every effort to ensure that Steiner Waldorf education is available to all who choose it regardless of religious or cultural beliefs, ability, or social or financial background.

In Steiner Waldorf education there is an intrinsic respect for and celebration of difference and diversity. The cultivation of these virtues is a natural seamless aspect of the educational experience and learning environment.

Thus every effort will be made to cater for children with disabilities. There will not be discrimination when considering an admission request for a disabled child. Assessment of the ability to cater for disabled children will include liaising with parents and professionals in assessing a child’s needs and how a disabled child can be supported so that the child is able to participate as fully as possible in all activities.

Planning will include giving consideration of how new and existing facilities can be improved to better cater for children, with particular physical needs.

Children with special needs, like any other child, will be considered for admission on an individual basis. This will involve full discussion of a child’s needs with the parents/guardians, and where appropriate other involved professionals, including consideration of practical and resource constraints.

In decisions on admission of children with particular special educational needs, the teachers and carers consider together all practical and resource constraints. The decision has to be based on the best outcomes for the child, the other children in the class and the School as a whole, with assessments on areas of reasonable adjustment that can be made.

In accordance with our Equal Opportunities Policy there will be fair treatment of disabled applicants for all types of vacancy, and where possible, after necessary rehabilitation training, every effort will be made to retain any employees who become disabled during their employment.

Disabled employees will be fully covered by the Equal Opportunities Policy, specialist knowledge and advice offered as necessary and particular attention paid to fire safety.

The needs of the disabled will be taken into consideration when deciding upon new premises and before carrying out alterations to equipment and premises. Safeguarding will also be taken into account with advice from the Designated Safeguarding Lead as appropriate.

As a small independent school seeking to develop and provide the best facilities for its children and staff, it has to be recognised that there are currently very tight financial constraints. The School is dependent on fees and any grants it is able to access. We do not currently receive any public funding apart from the Early Years grant.

We plan over time, to increase the accessibility of provision for all pupils, staff and visitors to the school as follows:

* Increase the extent to which disabled pupils can participate in the school curriculum.
* Improve the physical environment of the school/kindergarten to increase access to education by disabled pupils.
* Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Revised: October 2022

Review Date: December 2025

#### ACCESSIBILITY PLAN

**Increasing the Extent to which Disabled Pupils can participate in the School Curriculum.**

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| **SUBJECT** | **STRATEGY** | **OUTCOME** | **TIME**  **FRAME** | **REVIEW** |
| Classrooms to be arranged to provide accessibility and provision for disabled  Pupils. | Practical alterations made to classroom layouts where possible.  Provide alterations within the scope of the school building. | Disabled students are able to access an equal learning experience. | Long term. | Annually. Ongoing  Next review September 2023 |

**Improving the Delivery of Information to Disabled Pupils.**

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| **SUBJECT** | **STRATEGY** | **OUTCOME** | **TIME**  **FRAME** | **REVIEW** |
| Provision of educational material in alternative formats. | Basic writing materials used by pupils, teacher largely uses blackboard.  In anticipation of need to cater for pupil with particular needs as Class children get older, School will make itself aware of services available for converting material into alternative formats. | If required School can provide education materials in alternative formats. | End Term 3 | Annually. On-going  Next review September 2023 |
| Training for teachers and other staff. | To provide ongoing training to staff to be better prepared to cater for children with particular needs. Also training will be provided if required to cater for a particular pupil’s medical needs eg Diabetes, epilepsy | Staff more able to fully meet requirements of children with particular educational and/or physical needs. | End Term 3 | Annually |

**Improving the Physical Environment of the School to Increase Access to Education by Disabled Students**

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| **SUBJECT** | **STRATEGY** | **OUTCOME** | **TIME FRAME** | **REVIEW** |
| To enable disabled pupils and visitors to access relevant areas of the school buildings. | To seek advice from relevant agencies on cost effective and practical measures to improve access. (I.e. Centre for Accessible Environments).  To provide ramps to support access to the lower areas of the school. | Accessibility issues given full consideration in all refurbishment and new build plans. | On-going | September 2023 |
| To increase physical access to premises over successive financial years. | Review premises and grounds regularly to improve access for children with physical needs.  Both Main school and kindergarten are on split level sites, with many stairways. The main school is listed and planning permission required. The school will look into ways to facilitate access to all areas of the building.  Other access to ground floor rooms improved annually as budgets allow including ramps and handrails.  Particular features to be considered in play areas including for instance sensory areas.  Research into grants available to help meet costs of all above. | To ensure children and staff with any physical needs are able to fully access and enjoy facilities at the School.  Garden access being modified with improved paths. | As practicable | Annually. Ongoing  Next review September 2023 |
| Provide accessible toilet facilities for disabled pupils and visitors. | Review toilets spaces and provide facilities for disabled pupils and visitors. | Provide accessible facilities. | Not currently financial viable – as soon as funds allow. | Annually. Ongoing  Next review September 2023 |
| Enable disabled pupils and visitors to park within reasonable distance of the school. | Contact Highway Control and request ‘Disabled Parking Space’ on road outside school sites. | Easy access to school. | Annually | Annually. Ongoing  Next review September 2023 |