

STEP BY STEP SCHOOL

## **Accessibility Plan Principles**

**3-year period covered by the plan: 2021-2024**

### **Introduction**

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified The SEN and Disability Act 2001 extended to the Disability Discrimination Act 1995 (DDA), to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

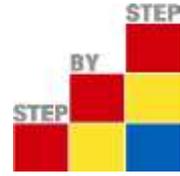
This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. A set of action plans show how the school will address the priorities identified in the plan.

### **The purpose and direction of the school's plan: vision and values**

To enable all pupils, staff, parents, carers and users of the school site to have equal access to the curriculum, activities and facilities that the school provides. To ensure that the school meets its responsibilities and duties under the Disability Discrimination Act part 5, Health and Safety, Equal Opportunities and Race Relations Act of 2001.



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The school works specifically to:

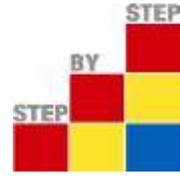
- Eliminate discrimination
- Eliminate harassment
- Promote equal opportunity
- Take steps to take account of disabilities
- Promote positive attitudes towards disabilities
- Encourage the participation of disabled people in public life
- Make reasonable adjustments

Step by Step School strives to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners.

**Our mission is: To maximise the potential of pupils with Autistic Spectrum Conditions (ASC) through evidence based, individually tailored, outstanding teaching to enable them to thrive and live happy, confident lives.**

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners e.g. Pericles, Young Epilepsy, local mainstream schools, fund-raisers, local businesses to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils.
- Provide a safe, secure and accessible learning environment for all pupils.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip and prepare all of our pupils with the necessary life-skills to lead as independent lives as possible.
- Assist our pupils in achieving their full potential in every area of development but with particular focus on achieving a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- To positively encourage awareness and acceptance of disability both in and out of the classroom.



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### **Information from pupil data and school audit:**

There are currently 32 full time children on the school role (Summer 2021) of these all are known to have a disability and for whom reasonable adjustments and additional provision has been made.

### **Views of those consulted during the development of the plan:**

The SEN Code of Practice and School policies require and promote consultation.

Consultation occurs with parents, professionals, other Applied Behaviour Analysis (ABA) establishments and outside agencies.

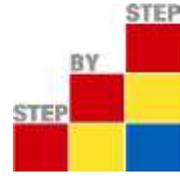
The school will set the following priorities in respect of future consultation on the plan:

- Consultation with pupils and parents will be focused on through annual review meetings and through annual parent surveys
- Consultation with outside agencies in view of medical issues/special needs/resources/health and safety/secondary curriculum/sixth form provision

Continuing consideration of how to make the consultation accessible to all participants.

### **The main priorities in the school's plan:**

- Update the range of reading materials to ensure they match the current cohort and include diverse range of people/themes
- Increase knowledge of teaching reading for pupils
- Continue to increase vocational opportunities for pupils
- Develop visual reporting mechanisms to increase pupil's ability to report concerns, complaint's or safeguarding issues
- Ensure the school is disability friendly, as the site develops and school has dedicated alternative meeting/teaching spaces
- Gain the Communication Access UK mark for the organisation
- Continue to roll out pupil friendly formats of information to assist pupils with reporting and recording issues and concerns



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### **Management, coordination and implementation**

Improving access for disabled pupils requires everyone at the school to understand the duties set out in the DDA and to apply this knowledge in their own area of responsibility. Areas of focus include:

- Planning: in consultation with staff, pupils, parents and professionals
- Acquisition of resources
- Health and safety
- Regular monitoring and review

All staff members are referred to this DDA during induction.

The Head Teacher is responsible for ensuring that this plan is co-ordinated with other plans and policies across the school and will report to the Board of Governors regarding developments and progress. The Head Teacher, SBM and Governors will monitor and review the School's Accessibility Plan.

The impact of the plan will be evaluated annually and will be judged against the following outcomes:

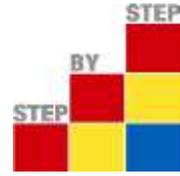
- Increased confidence of staff in differentiating the curriculum for pupils.
- The effective use of a wider range of resources by all pupils.
- Improved outcomes for pupils.
- Continued liaison with various outside agencies working to support pupils.
- Staff sharing best practice within the school and with other schools

The scheme will be revised and reviewed every three years with input from all stakeholders.

### **Publication**

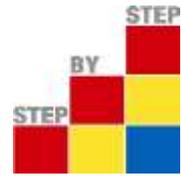
The plan will be published on the school website.

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<b>Policy</b>	<b>Accessibility Plan</b>
<b>Statutory requirement?</b>	<b>Yes</b>
<b>Approved</b>	<b>July 2021</b>
<b>Responsible Officer</b>	<b>GA</b>
<b>Responsible Governor/s</b>	<b>SK</b>
<b>Date of previous version</b>	<b>November 2018</b>
<b>Frequency of Review</b>	<b>Every three years</b>
<b>Date of next Review</b>	<b>July 2024</b>

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