



LISAL

LANCASTER INDEPENDENT SCHOOL
FOR ALTERNATIVE LEARNING

Disability access statement 2025

Version date Spring Term 2025

Document review period: Spring Term 2027

Disability Access Plan

Introduction

This is the Disability Access Plan for LISAL. The Equality Act 2010, states that schools must prepare an accessibility plan aimed at

- a) increasing the extent to which both physically disabled pupils and those with Special Educational Needs 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 conducted a major review of our disability policy in 2021 and identified three key areas for improvement. Our initial goals for these have largely been met. Ongoing goals in these areas are highlighted below in green:

- i. *Differentiation in teaching.* In the intervening period we have significantly improved our differentiation for pupils with additional needs, including SEN and disabilities. Robust differentiation practice and procedures will allow appropriate measures to be taken should any pupils with disabilities join the school.
Actions completed: Continue to focus on differentiation, including regular discussion in appropriate committees.
- ii. *Improving disabled access to our buildings.* Our building is small and over 100 years old, and therefore presents some difficulties for access. However we have taken significant steps to improve the situation such as installing signage and handrails.
Actions completed: Maintain our disability access infrastructure such as handrails, step markings and signage as necessary.
- iii. *Assistive technologies.* as a Waldorf Education school we do not routinely use computers or other IT in the classroom; however, certain pupils with SEN, and in the future any pupils joining with disabilities, could benefit from assistive technologies. Since the last review we implemented some use of technology in these situations, such as use of a laptop by a pupil with dyslexia.
Action: Consider use of assistive technologies when reviewing pupils' needs on an ongoing basis.

The current plan identifies three extra areas of focus which have been completed and revisited on an ongoing basis:

- iv. Disseminate and, where appropriate, implement results of Activity Alliance IPE training. This was attended just prior to lockdown and although the results were fed back, implementation has yet to take place.
- v. Attend training sessions with a disability focus. A number of sessions have been attended, as detailed in this document, and we will continue to support staff to attend relevant training going forward. This will also be a subject for consideration when new staff (or in some cases, trustees) are appointed.

- vi. Review website accessibility. Some work on this has been done, as detailed below, however more robust procedures will be implemented to ensure that all website amendments are reviewed with disability access in mind.

Our approach to accessibility and inclusion

LISAL 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 physical 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 April 2023 and will be reviewed again in Spring 2025 or before should circumstances change in a way that makes this appropriate.

Disability Access Plan

Access to curriculum	Tasks	Progress already made	Timescale	Finance	Responsibility	Monitoring	Success criteria
Ensure that procedures are in place to ensure that the curriculum is accessible to any pupils with disabilities who join the school	Regular review of school SEND protocol and differentiation mapping.	Protocol stated in SEND & Inclusion Policy and regularly reviewed. Differentiation listed in provision maps.	Termly review of protocol and differentiation .	To be determined by School Manager as need arises	SENDCO	Trustees with responsibility for Monitoring Quality of Teaching	SEND protocol fit for purpose. 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 in 2021. A SEND section is now included in EYFS and CoT meetings.	Ongoing	To be determined by School Manager as need arises	SENDCO	Trustees with responsibility for Monitoring Quality of Teaching	Continue to set aside time in College of Teachers meetings for any necessary planning



Access to curriculum	Tasks	Progress already made	Timescale	Finance	Responsibility	Monitoring	Success criteria
	Implement learning from 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	Teacher attended training: learning disseminated to the College of Teachers. However due to disruption caused by lockdown, training has delayed	Training implemented during the academic year 2023/24.	To be determined by School Manager as need arises	Class teachers	SENDCo	Results of training are implemented.
	Review whether the use of assistive technologies could be of benefit to individual pupils on an ongoing basis.	Technology trialled to assist pupils with diabetes. Laptop provided for pupils with dyslexia.	Ongoing	To be determined by School Manager as need arises	SENDCO	Trustee equalities lead	Regularly review potential needs for assistive technologies for pupils with SEN and disabilities, if any.

School policies	Tasks	Progress already made	Timescale	Finance	Responsibility	Monitoring	Success criteria
Ensure that school training/ policies incorporate disability access	Attend suitable disability-focused training sessions on a regular basis.	A variety of training courses have been completed including diabetes, mental health first aid training, autism and dyslexia.	Ongoing	n/a	SENDCO	Trustee disability access lead	List kept of training programme providers - see SCR for staff training
	Ensure that the training needs of new staff (or, when necessary, new trustees) with respect to disability issues are considered.		When new staff or, when appropriate, trustees are appointed.	To be determined by School Manager as need arises	SENDCO	Trustee disability access lead	Appropriate training undertaken as need arises.
	Ensure that appropriate training is attended for any specific needs that arise, including dyspraxia training.	Needs based training including diabetes, coeliac, autism and dyslexia training attended.	Dyspraxia training to be attended during the next academic year 2025/26.	To be determined by School Manager as need arises	SENDCO	Trustee disability access lead	Appropriate training undertaken as need arises. Dyspraxia training attended.



School policies	Tasks	Progress already made	Timescale	Finance	Responsibility	Monitoring	Success criteria
	Ensure that staff who attend training feedback relevant information to all other staff and to the trustee disability access lead	Feedback from training being given on an ongoing basis to CoT.	As need arises	n/a	SENDSCO	Trustee disability access lead	Appropriate feedback given – records in College minutes
Ensure that school safety and safeguarding policies incorporate disability access	Continue to incorporate considerations of safety of disabled pupils, staff and visitors in regular fire safety drills. Conduct additional risk assessments as appropriate where pupils with disabilities are more at risk.	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.	Termly	n/a	Office assistant	School manager	Continue to ensure that all fire drills include considerations of people with a disability. Teachers talk to pupils on an ongoing basis about how to support those with a disability in all situations. Regularly update staff fire training.

School policies	Tasks	Progress already made	Timescale	Finance	Responsibility	Monitoring	Success criteria
	Regularly review the school's safeguarding policy to ensure that it incorporates considerations of safety of disabled pupils, staff and visitors	Policy is now reviewed annually with this in mind.	Annually	n/a	Trustee safeguarding lead	Trustee equalities lead	Safeguarding policy is reviewed annually with disability access considerations in mind
Ensure that all other school policies are mindful of disability access considerations	Ensure all school policies, including those which are newly drafted, are mindful of disability access.		As and when policies come up for review.	n/a	Trustee equalities lead	Chair of trustees	All new or redrafted school policies are reviewed with disability access considerations in mind at the appropriate time.
School buildings	Tasks	Progress already made	Timescale	Finance	Responsibility	Monitoring	Success criteria
Optimise accessibility of school grounds and buildings	Regularly view accessibility of school grounds to people with physical impairments	Wheelchair ramp fitted	Ongoing	n/a	School Maintenance Lead	Trustee equalities lead	Full picture of school's physical accessibility regularly monitored.

School buildings	Tasks	Progress already made	Timescale	Finance	Responsibility	Monitoring	Success criteria
	Maintain visibility lines on front and rear steps	Lines have been painted on the front and back step	Monitor on an ongoing basis	n/a	School Maintenance Lead	Trustee equalities lead	Lines are maintained so they are easy to see.
	Maintain signs for accessible route into school buildings	Signs in place	Monitor on an ongoing basis	n/a	School Maintenance Lead	Trustee equalities lead	Signs in place and well-maintained
	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
	Maintain handrail at rear steps	Handrail at rear steps provided	Monitor on an ongoing basis		School Maintenance Lead	Trustee equalities lead	Handrail in place and well-maintained.
	Regularly review rear wheelchair accessible-route	Regular inspections instituted	Monitor on an ongoing basis	n/a	School Maintenance Lead	Trustee equalities lead	Route and rear door are accessible. Plan is made to carry out any remedial works needed.



School buildings	Tasks	Progress already made	Timescale	Finance	Responsibility	Monitoring	Success criteria
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	Regular inspections instituted	Daily	n/a	School Cleaner	School manager/ Trustee equalities lead	The system of regular disabled bathroom checks is adhered to.
	Perform regular check of walkways, doorways and corridors to ensure they are free of obstructions	Regular inspections instituted	Daily	n/a	School Manager	Trustee equalities lead	The system of regular access checks is adhered to.



Classrooms	Tasks	Progress already made	Timescale	Finance	Responsibility	Monitoring	Success criteria
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	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.
		on an ongoing basis to assist pupils with eg autism and dyspraxia. Classrooms have low visual stimulus (muted colours, only necessary wording on displays, no screens, no fluorescent lighting) and also low auditory stimulus (all classrooms carpeted, all children and staff wear slippers). Yoga balls purchased for class with a high number of pupils with					



		sensory/proprioception needs.					
Classrooms	Tasks	Progress already made	Timescale	Finance	Responsibility	Monitoring	Success criteria
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.	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.



Letters and documentation	Tasks	Progress already made	Timescale	Finance	Responsibility	Monitoring	Success criteria
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 the start of each academic year and to all new pupils as part of the 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 continues to be accessible	Ensure appropriate use of alt text when amendments are made. Ensure the website continues to be compatible	Tested on Microsoft Edge and Internet Explorer with JAWS. Alt text incorporated	Regular reviews are now in place with a school contact using JAWS	n/a	School Website Lead	Trustee equalities lead	Appropriate alt text in place on the website. JAWS test rerun to check new content.



	with audio software.	for pictures as of 2021. Review of alt text used completed in December 2023. Retest website with JAWS at end 2023/24 and in 2024/25.					
	Instigate a schedule for regular website accessibility checks to ensure that changes to content are regularly monitored.		Schedule drafted and implemented from 2021 onwards	n/a	School Website Lead	Trustee equalities lead	Schedule of regular checks established.
Plan review	Tasks	Progress already made	Timescale	Finance	Responsibility	Monitoring	Success criteria
Review and update this plan on a regular basis	Review plan and update as necessary	Reviewed Spring Term 2025	Spring Term 2026/27	n/a	Trustee equalities lead	Chair of trustees	Document maintained and regularly updated.

