



Accessibility Policy

Author:	JD
Position of Author:	Principal
Approved by:	JD
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1.0 Introduction

The Studio is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

1.1 Legislation

This plan is drawn up in accordance with the Equality Act 2010, Schedule 10, paragraph 3. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by DfES in July 2002.

1.2 Definition of Disability

Disability is defined by the Equality Act 2010:

"A person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to perform normal day to day activities."

1.3 Key Objective of this Accessibility Plan

The policy objective aims to reduce and eliminate barriers to access to the curriculum and to full participation in the Studio community for students, prospective students and our adult users with a disability.

1.4 Principles behind this Accessibility Plan

Compliance with the Equality Act 2010 is consistent with the Studio's, vision, mission and values, equal opportunities policy and the operation of the school's SEND policy;

The Studio recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled students in their admissions, exclusions, provision of education and associated services
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility plan

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

The Studio 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 Studio provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles.

2.0 Studio School Vision, Mission & Values

2.1 Vision

This vision is supported by;

Studio students are aspirational. They leave us knowing who they are, their place in the world and how to lead a professional, happy and successful life. They understand that every day is an interview, challenge themselves and are not hindered by circumstances because they have the skills to shape their own future, plan their careers and the self-awareness to make the most of it. They aim high, achieve at all levels and are able to respond effectively to a changing world, including through new technologies. They are supported by adults who share and are able to model this philosophy of learning and aspiration and who are highly skilled in engaging students in the learning experiences they need to transform their life chances.

This learning vision is supported by:

A curriculum that scaffolds the students' learning journey by offering enjoyment, achievement, real world experiences and rigour that widen future choices. It is culturally and academically rich, exposing them to new people, ideas and situations that challenge them to experience the unfamiliar and draw connections between themselves and their world. It is personalised, enabling students to build on new and emerging strengths, talents and aptitudes, as well as personal aspirations and future plans. It guides them on the journey from dependent to independent learners.

A personal development programme that helps them to connect with themselves and each other and develop confidence that extends to unfamiliar situations. Through the Studio coaching Programme, Project Based Learning and Enrichment they experience new things that enable them to challenge and refine their sense of who they are and expand their horizon of opportunity. Through the Every Day is an Interview ethos, students learn self-awareness, how to relate to others and how to study and behave in order to achieve, engage and respond critically and creatively with the world around them. Through graduation, students identify their own learning journey and value the application of effort and determination to realise goals.

Leadership that infuses the Studio ethos and vision to enable each of us: students, teachers and support staff to make the most of what we have and bring out the best in others every day. We are determined to improve the life chances and opportunities for our community. We are restless in our shared drive to improve social mobility and make every day better than the last.

2.2 Mission

Our aim is for all our students to become independent and resourceful. They leave us to move on to their guaranteed choice of a job, apprenticeship or university place.

2.3 Values

We value:

- providing the highest standards of teaching and learning
- combining learning with real life industry experience
- opening doors for our students
- being professional, being creative, taking responsibility
- seeking solutions that change the world

We encourage learners to:

- Be passionate
- Be aspirational
- Be proactive and professional

3.0 Plan Formulation; Student Data & Studio Audit

3.1 Consultation

As part of an analysis of student data and a Studio audit; the following were consulted in the formulation of this Accessibility Plan:

- Governors
- Staff (e.g. Principal, SEND staff, Exams Officer, H&S Officer, etc.)
- Community groups
- Students (e.g. Junior Leadership Team)
- Physical Audit of the built estate

3.2 Plan Approval

This plan is approved every three years.

3.3 Linked Documents

This Plan will contribute to the review and revision of related Studio policies and documents as shown below. Equally, developments and changes in these linked policies and documents will inform the content and review process of this Accessibility Plan:

Studio Mission Statement
Studio Prospectus
Staff Handbook
Admissions Policy
Assessment Policy
Equal Opportunities/Inclusion Policies
SEN Policy
Behaviour Policy

3.4 Information from Student Data & Studio Audit – General

The Studio is situated in an urban area with high levels of deprivation. 34.5% of our students meet the criteria for disadvantaged (Pupil Premium) compared with a national average of 17.3% (19/20).

Of the 278 students on roll at the Studio; 82 (29%) are on the SEN List.

We recognise that there are some students who have a disability as well as special educational needs and a small proportion that have a disability but not a special educational need (e.g. learning difficulty).

One of our strengths is in our early identification of children who may have a disability and our well established systems for ensuring that children are given the help and support that they need.

All of our students, regardless of disability, have equal access to all aspects of the curriculum including off site activities, sports and other events.

Before school trips take place, a member of staff will generally make a pre-visit to the site to ensure that all children can access the site and the learning. Any trips are always subjected to a full risk assessment.

3.5 Information from Student Data & Studio Audit - Curriculum Access

Consideration is given to all students in the long, medium and short term planning for all teachers.

The deployment of Learning Support Assistants (LSAs) is based on objective assessment outcomes and student need.

Assessments are in place for students with learning difficulties & disabilities.

Individual student profiling is in place for all students supported at EHC plan level. Access to computer technology is available to students at all times, where deemed safe to do so.

Students are supported as needed by extra time, reader support and/or help to allow access to tests and assessments.

Studio clubs, sporting, cultural activities and Studio visits are accessible to all students including students with identified barriers to learning and participation. Actions include: risk assessment, provision of additional support and/or resources.

The Studio makes full use of a range of LA support services, social services, health professionals and the wider community.

The Studio SENDCO attends networks and Family SENDCO meetings to keep abreast of new ideas/sharing of good practice.

All students take part in enrichment activities.

Lessons involve work to be done by individuals, pairs, groups & whole classes.

We ensure teachers & teaching assistants have the opportunity to have necessary training to support disabled students.

3.6 Information from Student Data & Studio Audit - Access to the Physical Environment

- All areas are ramped and accessible by wheelchairs, pushchair, walking frame users.
- All teaching areas are accessible by wheelchairs/pushchairs/walking frames.
- Lifts are available as an alternative to steps, inside the building.
- Building alarms have both auditory and visual components.
- Systems are in place for identified students to leave classrooms five minutes early to use stairs/corridors safely and to aid independent mobility around school.
- Systems are in place to plan for the maximum access on educational visits.
- The building has a medical room & adapted toilets available.
- The Studio already supports students with significant barriers to learning and participation with difficulties in the areas of; moderate, specific and severe learning, communication and interaction and social, emotional and behavioural difficulties.
- Were the Studio to admit a student using a wheelchair; wheelchair access would be available to all areas/floors and facilities. There is no element of curriculum provision or support services that are not easily accessible. Disabled WC facilities within the buildings meet current standards.
- Emergency procedures include the provision of disabled refuges and the practical means that will allow people with disabilities to be evacuated from upper floor areas.

3.7 Information from Student Data & Studio Audit – Access to Information

- Visual aids are used to support learning.
- Homework is set for all students in the most appropriate format and style.
- The Studio has access to a range of interpreters and bilingual LSAs as required.
- Braille tutors are available, if needed, from the Local Authority.
- Extra time, use of keyboard, reader support and writer support are made available as required in all tests and assessments.
- The Studio has access to Signs and Symbols training from the Inclusive Education Service.
- Visual timetables are provided for individual students in their classroom.
- Teachers follow the dyslexia-friendly principles when presenting text to students.

4.0 Action Areas

As a result of the student data and Studio Improvement plan this Accessibility Plan focuses on 3 Action Areas for development and improvement:-

- Improving access to the Curriculum
- Improving access to the physical environment
- Improving access to information

4.1 Improving Access to the Curriculum

Commitments and/ or Actions	Timescale	Implemented by	Resources
Benchmarking data for all new students	Each year	FMS/ LDS	CAT, NGRT
Staff receive training in making the curriculum accessible to all	Ongoing	KSL EWS	CPD
Differentiation	Ongoing	KSL EWS	CPD

Targets	Strategies	Outcome/ Frame	Time	Goals Achieved
In light of remote learning students can access their learning remotely	Laptops for all Teaching and learning online	All students access and engage in online learning		90% attendance to online lessons
Accessible transition information to new students	Further develop new and late starter processes	Year 10 taster days		Increase in access to curriculum
Additional school activities are planned to ensure participation for full range of students	Review of all activities to ensure compliance with legislation	Ongoing		Enrichment is aligned to core goals and student destinations

The Studio will continue to seek and follow the advice of the LEA services, such as specialist teacher advisers and SEND inspectors/advisors, and of appropriate health professionals from local NHS Trusts.

Commitments and/ or Actions	Timescale	Implemented by	Support
Equalities Act to be considered in all projects	Future	M Mann	JDS
Fire evacuation procedures	Ongoing	M Mann	JDS

4.3 Improving Access to Information for Disabled Students

Commitments and/ or Actions	Timescale	Lead	Support
Availability of written materials in alternative formats	Ongoing	L Macauley	JDS
Review documentation with a view of ensuring	Ongoing	L Macauley	JDS

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accessibility for pupils			
Raise the awareness of adults working at and for the Studio on good communication systems	Ongoing	REL	JDS
Equalities Policy and Objectives	Review schedule	JDS	JDS