



Accessibility Plan

Reviewed by: Sarah Fox, Macy Gaines

Reviewed: November 2022

Next review: November 2025

Endorsement

Full endorsement is given to this policy by:

Name: Joel Chalfen

Position: Cambridge Steiner School Trustee

Signed:

A handwritten signature in blue ink that reads "Joel Chalfen".

Date: November 2022

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Cambridge Steiner School aims to treat all stakeholders, including pupils, prospective pupils, staff, trustees and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The

school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Our school, originally The Windmill Special Needs School, is fortunate to have been built for disabled access. Much of the infrastructure is therefore pre-adapted for the use of wheelchairs and we have retained some of the signage for easy access. This does not preclude our commitment to the ongoing review of our provision to cater for all disabilities as both legislation and practice evolves. Given the history of the school, we try, where possible, to engage pupils in reflecting on the accessibility of the building and incorporate this work into their PSHE curriculum.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE	REVIEW	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> · Our school offers a differentiated curriculum for all pupils · We use resources tailored to the needs of pupils who require support to access the curriculum · Curriculum resources include examples of people with disabilities · Curriculum progress is tracked for all pupils, including those with a disability · Targets are set effectively and are appropriate for pupils with additional needs · The curriculum is reviewed to ensure it 		<p>Classrooms and outdoor learning areas to be arranged to provide accessibility and provision for disabled pupils.</p>	<p>Practical alterations made to classroom layouts and outdoor spaces where possible.</p>	<p>Ongoing</p>	<p>Annual – September 2023</p>	<p>Disabled students are able to access an equal learning experience.</p>

	meets the needs of all pupils					
Improve and maintain access to the physical environment ¹	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> · Ramps · Corridor width · Disabled parking bays · Access to disabled toilets and changing facilities (arrangement with neighbouring hydrotherapy pool) · Library shelves at wheelchair-accessible height 	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 wherever required. (I.e. Centre for Accessible Environments).	Ongoing	Annual – September 2023	Accessibility issues given full consideration in all refurbishment and new build plans.

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> · Pictorial or symbolic representations i.e. visual timetable or rhythm of the day, picture labels · Individualised print versions of text being used · Dyslexia friendly readers and resources 	<p>Provision of educational material in alternative formats.</p> <p>Training for teachers and other staff.</p>	<p>School will make itself aware of services available for converting material into alternative formats (i.e. large print resources, braille, induction loop)</p> <p>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.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Annual – September 2023</p> <p>Annual – Sept 2023</p>	<p>If required School can provide education materials in alternative formats.</p> <p>Staff more able to fully meet requirements of children with particular educational and/or physical needs.</p>
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¹ The School building as designed originally is fully accessible. Few adjustments have been made to alter this and access around the site is already good. Where further resources are needed we do have arrangements with our partner leaseholders, St Edmund's Trust, who operate a fully accessible swimming pool on site.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the chair of the Resources sub-committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy
- Equal opportunities and inclusion policy
- Admissions policy