



Accessibility Plan

Reviewed by: Sarah Fox

Reviewed: April 2020

Next review: April 2021

Related Policies: Admissions, Equal Opportunities and Inclusion, SEND, Curriculum, Health and Safety, Staff Code of Conduct, Staff Development

Endorsement

Full endorsement is given to this policy by: **Name:** Joel Chalfen

Position: Cambridge Steiner School Trustee

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

Signed:

Date: April 2020

The audit of this policy forms part of the Equality and Inclusion policy, which sets out the school's approach to promoting community cohesion, equality and diversity.

Introduction

This Policy adheres to the Equality Act 2010 and subsequent Equality Advice to Schools 2014. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Trustees of the School to increase access to education for disabled pupils in three areas:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

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.

Definition of Disability

To be protected under the **Equality Act**, you must meet the legal **definition. Disability is defined** as: 'a physical or mental **impairment** which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities'

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

1. Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy
2. The school recognises its duties:
 - to increase the extent to which disabled pupils can participate in the curriculum;
 - improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
 - improve the availability of accessible information to disabled pupils.
 - to support all pupils with protected characteristics
3. The school 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
4. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, on the basis of the following:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. These are available from the school's SENCO or from reception.