

## Accessibility Plan

**Reviewed by:** Nicola Conlin

**Reviewed:** February 2019

**Next review:** February 2020

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

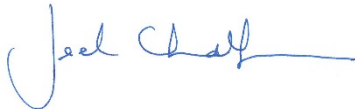
### Endorsement

Full endorsement is given to this policy by:

**Name:** Joel Chalfen

**Position:** Cambridge Steiner School Trustee

**Signed:**



**Date:** February 2019

*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

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. 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 the three areas required by the planning duties in the DDA:

- 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**

Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her 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 DDA 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 duty under the DDA (as amended by the SENDA):
  - \_not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - \_not to treat disabled pupils less favourably
  - \_to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - \_to publish an accessibility plan

3. In performing their duties, trustees and staff will have regard to the DRC Code of Practice (2002)
4. 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
5. 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 (See checklist provided on page 29 DfES Guidance "*Accessible Schools: Planning to increase access to schools for disabled pupils*")

#### 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. (See checklist on page 30 of DfES Guidance.)

#### 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. (See checklist on page 30 of DfES Guidance.)

### **Action Plan**

See attached (Appendix 1)