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Review Cycle	3 yearly	

## Accessibility Plan

### 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Ringwood Waldorf School aims to provide access to Steiner-Waldorf Education for children with a range of abilities and from a wide range of social backgrounds. The school welcomes pupils with special educational needs and those with disabilities, providing the school can appropriately and adequately provide resources for the pupil.

### 2. Provision

The school operates in ground floor accommodation for early years and lower school. Upstairs rooms include two class rooms for the Upper School, a staff room and costume/props room. Outside areas comprise of level ground in Kindergarten, lower school garden, hardstanding play area for the older children with adjoining playing field. The courtyard is below classroom floor level and is surrounded by steps.

Disabled car parking spaces are provided

#### 2.1 Provision for the physical needs of pupils. parents and staff

The school aims to improve the accessibility of the school site year on year.

A physical access audit will be carried out every year as part of the health and safety audit, to assess the effectiveness of access work previously undertaken and identify remaining barriers and lack of provision. **The audit will be the responsibility of the Site Manager** (Nigel Roberts) alongside teaching staff. Actions identified from the audit will be included in the action plan. The audit will also identify barriers to access which cannot be removed in the foreseeable future.

#### 2.2 Provision for the educational needs of pupils

The school is responsible for ensuring that all pupils meet their educational potential. No child should be neglected. Any staff member who has a concern about a child must raise the matter with the SENCo (Louise Tiley) in the first instance before taking it to any other school forum (faculty/department meetings) or with appropriate colleagues.

All teaching staff are required to provide differentiation in lessons to ensure that all pupils are able to participate in the curriculum and flourish.

Access to the curriculum can be addressed and developed by a variety of methods, including in particular:

- Curriculum development work; ensuring that the curriculum meets the needs of all the pupils in the school.
- Strategies for in-class provision and differentiation provided by the SENCo, as well as Individual Education Plans for SEN children.
- Pedagogical sessions, one every term, developed by the SENCos, working with CPD to ensure developing understanding for learning needs amongst staff.
- Peer mentoring.
- Teacher appraisals, including assessments of new teachers.
- Weekly teacher meetings by faculty. Separate meetings take place for Early Years, Lower School and Upper School.
- Termly meetings of the Class Teachers with the SENCo to discuss the whole class.
- Subject teachers' meetings.
- Individual child studies and ILP reviews as necessary.
- Teacher training, both during Inset days and by external training provision.
- Assessments for learning and for exam access arrangements.
- Regular class screenings.
- Twice yearly SEN review meetings between Class Teacher or Guardian and the SENCo.

An annual review of access to the curriculum will be undertaken as part of pupil progress monitoring meetings. Actions arising from the reviews will be included in the accessibility action plan.

## **2.3 Access to information**

The School is committed to providing information in forms which are useful to all students, prospective students and their parents. Reasonable adjustments will be made to provide accessible information.

**The School does not have a minicom but callers who are hard of hearing can make use of the Text Relay service by calling 0800-731-1888 and using the main school telephone number (01425 472664).**

**Should it be requested, a British Sign Language (BSL) interpreter will be engaged to allow (prospective) parents to participate in meetings.**

All written information can, on request, be converted to large print format. Users may request the font, colour and print size which suits them.

Should anyone need information to be read to them this will be organised by the School, or a recording will be made.

The School will determine which languages, if any, its main information should be translated into. Where needed, interpreters will be engaged to attend meetings where participants do not speak or understand English to a level sufficient to participate in the meeting.

All school signposts will be painted in a large font and will be on a background providing good visual contrast.

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.

## 1. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

## 4. Physical Access Action Plan 2023-2024

What needs to be improved	How will it be achieved?	When?	Responsible
Better Kindergarten access	Purchase new mobile ramp to keep in kindergarten for when it is required	By Dec 23	Nigel
The path to Kindergartens via the 1,2,3 playground can become uneven due to tree roots. This can create a trip hazard or be difficult to traverse in a wheelchair.	Highlighting uneven surfaces Alternative entrance can be unlocked if required.	2023 and ongoing	Site Maintenance Manager
Upper floors are only accessible via a staircase, making them inaccessible for wheelchair users or those with mobility issues.	Currently a lift is not feasible, therefore, lessons for pupils with access needs will be scheduled on ground level	2023 and ongoing	Timetabling group

## 5. Curriculum Access Action Plan

<b>What needs to be improved</b>	<b>How will it be achieved?</b>	<b>When?</b>	<b>Responsible</b>
Review of approach to provision of learning support	Strategic review led by School Leadership Team (SLT) and Senco	2023	Senco and SLT reporting to BoT
Differentiation in lesson planning	Training and guidance for teachers as required	Spring 2024	LS and US phase leads
Wider use of formative assessment, as well as summative and observational assessments	Training and guidance for teachers as required	Spring 2024	LS and US Phase Leads
Review of exam performance of students with SEN	Analysis of exam performance and added value for children with SEN	Autumn 2024	Learning Support Department
Review of all educational resources	Review of tools, resources and equipment used for teaching to ensure that resources are adapted to the needs of all students	Autumn 2023	Senco and phase leads

## 6. Information Access Action Plan

<b>What needs to be improved</b>	<b>How will it be achieved?</b>	<b>When?</b>	<b>Responsible</b>
Website accessibility - some links are not suitable for screen readers	Replace links with access keys and shorter descriptions Install Accessibility tools on the website, including plugins to identify unsuitable links	March 2024	Website Manager

## 7. 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 Board of Trustees.

## **8. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) policy and information
- Supporting pupils with medical conditions policy
- Admissions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of Storeys	1	none	Nigel/Lisa	
Corridor Access	N/A	none		
Lifts	No lift available	none		
Parking Bays	Two disabled parking bays located at front of the school	none	Nigel/Lisa	
Entrances	Some entrances require ramps - see below	As below	Nigel/Lisa	
Ramps	Difficulty getting into back playground due to step	New ramps installed	Nigel, Site Manager	November 2022
Toilets	Disabled toilets available in foyer on ground level	none	Nigel	
Reception Area	Accessible	none	Nigel/Lisa	
Internal Signage	Printed in large font	none	Nigel	
Emergency escape routes	Accessible	none	Nigel/Lisa	