



## **Exeter Steiner School *Accessibility Plan***

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### **Statement of intent**

Our school is committed to making Steiner Waldorf education available to all who choose it regardless of ability or background. We want the children to grow up knowing that all people are of equal worth and to respect and value the difference between people and to celebrate the richness that there is in diversity.

We aim to make our physical environment accessible to all and to create conditions where every member of our school community will get the full benefit of our education and community life. We are fully committed to the active promotion of equality of opportunity for all children and families in the school. We want our school to be a real part of our community.

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the school's proposals 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;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Although the education provision of the DDA applies specifically to improved access and facilities for pupils, because of the nature of our school community, any plans or actions will have in mind improved facilities for all members of our community, including parents and staff.

The plan is reviewed yearly by the trustees. Resources are constantly being sought by the fundraising group for improvements in the areas covered by the plan.

## **Background information**

### **Site characteristics**

The school site is level and most indoor areas are easily accessible to wheelchairs, having wide doors and ramps with level access from outside. Outdoor areas are mostly level, with an incline between the kindergarten garden and the main playground, the steepest part of which has a handrail running alongside.

### **Staff training**

All staff are involved in ongoing education in supporting pupils with special needs.

In the light of the audit of the site in 2009, the school has set the following priorities for the development of information and data to support the school's accessibility plan:

- To continually consult with staff, parents and other professionals as to how the school can better meet the needs of children with special needs, whatever they may be.

### **Priorities**

The school has set the following priorities for the development of the plan:

#### **Priority area 1**

*Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.*

#### **Our aim**

To make all areas of the school site accessible to people with physical disabilities;

We have done this by by:-

- Appointing a trustee to oversee all access issues. The issue of accessibility is held by Iain Jamieson, Chair of Trustees, alongside his role as principal trustee for Safeguarding Children.
- Improving access to areas of the site
- Maintaining all access pathways and gates.

Actions still to complete:-

- Renovating the large toilet cubicle in the school building.
- Working towards using directional signs and improving provision of safety information.

**Priority area 2**

*Increasing the extent to which disabled pupils can participate in the school curriculum.*

**Our aim**

To enable teachers to support children with physical disabilities or special educational needs;

We will continue to do this by:-

- Sourcing and seeking funding for appropriate training for teachers and other staff to enable them to support children with special needs.
- Seeking funding for additional support staff and space to accommodate children with special needs.
- Providing adequate and appropriate information for families of children with disabilities or special needs to enable them to be fully aware of curriculum activities and provision of school facilities.
- Taking into account any access issues when planning events, class visits or other tasks.

**Priority area 3**

*Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.*

**Our aim**

To provide the resources to make school life easier for all children, parents and staff with disabilities.

We will continue to do this by:-

- Assessing the school's whole provision of information, including signage, literature and subject specific material, and devise a plan for delivery to disabled pupils, should the need arise.

Our school is very small and as such we can be very flexible and react quickly to change. We will also consider all aspects of the DDA when planning any new buildings or extensions to this or any other site.

**Reviewed (date):** February 2011

**Date of next review** February 2014