



# Elmfield Rudolf Steiner School

## Accessibility Policy

October 2018

**Policy Tracker – Responsibility for monitoring this policy:  
Lesley Taberer (Bursar)**

(Reviewed annually or in response to changes in legislation)

<b>Date</b>	<b>Reviewed and Updated By:</b>	<b>Role</b>	<b>Date Approved by the Council of Management</b>
10/10/18	Lesley Taberer	Bursar	
16/10/18	Diana Ball	Education Lead	

# Accessibility Policy

This plan is drawn up in line with the duties in the Equality Act 2010 and the SEN and Disability Act 2001 (SENDA), and draws on DfES Guidance *Accessible Schools* July 2002.

## Definition of Disability

*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. [DDA 1995 & Equality Act 2010]*

## Key Objective

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

## Introduction

Elmfield School recognises that its buildings and grounds can present challenges and, in acknowledgement of compromises made due to lack of funding, undertakes to consider applications from all pupils and prospective employees as openly as possible and to seek necessary funding in order to support their applications.

It is our aim to accommodate all pupils wherever possible and the School will aim to respond, and if appropriate, change priorities, as the need arises and within the limitations of the School's finances and general resources.

The School seeks the input of all users, and in particular, staff, parents and pupils into its Accessibility Plan.

## Principles

Elmfield recognises its duty under the SEN and Disability Act 2001 and the Equality Act 2010:

- 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
- For staff and Council members to have regard to the Disability Rights Commission Code of Practice
- 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
- The School provides all pupils with a broad and balanced curriculum, in line with Steiner Waldorf educational principles, responding to and differentiated for diverse learning needs

## Education and Related Activities

The School will continue to seek the advice of Steiner Waldorf, LEA and NHS Trust health specialists and follow such advice so far as is practical within the School's resources and overall pedagogical ethos.

## 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, exam conditions and colour schemes, and more accessible facilities and fittings.

## Provision of Information

The School will make itself aware of local services for providing information in alternative formats when required or requested.

## **Examination Arrangements**

The School has a portable ramp to enable wheelchair users to enter all buildings. If a candidate with a physical disability were to be entered for an exam, then the exam would be scheduled in the Bio Lab which can be accessed from a side door via a portable ramp.

Pupils with known special educational needs or disabilities are assessed in Upper School by an appropriately qualified exam access assessor, who is responsible for these arrangements. Where appropriate the school applies for approval for Access Arrangements from the relevant examination boards. The assessor works closely with the school's examinations officer to ensure that all paperwork is in place and that arrangements are carried out within the regulations. Other pupils whose needs become identified by teachers during their time in the school may also be referred for an Access Arrangements assessment.

## **Related Policies**

- Equal Opportunities Policy
- SEND Policy
- Curriculum Policy