

ACCESSIBILITY POLICY

Board of Trustees Approved: February 2021

Date of next review: February 2022

Reviewed by: The Principal and the Finance and Resources Committee

This policy will be reviewed every year and at every review the policy will be shared with the full Board of Trustees.

General definitions

Throughout this policy, *Wynstones* means Wynstones school and will be used interchangeably with *school* and *the school*; *parents* includes guardians, carers and those with parental responsibility for children entering the school; *students* will be used throughout.

Regulatory and publication context

Independent schools are not required to have a website, but are required to make policies and information available to parents upon request, in line with the [Education \(Independent School Standards\) Regulations 2014](#).

Wynstones systematically chooses to publish its policies online, in order to enable ease of access for parents, and to participate in the wider social discourse on appropriate, effective and fair educational provision.

Policy Contents

1	Legislative Compliance	2
2	Definition of Disability	2
3	The purpose and direction of the school's plan: vision and values	2
4	Emergency Evacuation plan (PEEP)	3
5	What we currently provide	3
6	Accessibility PLAN	3
7	The action plan – input	3
8	Identified action plan priorities (at December 2020)	3
9	Links with other policies	4

1 Legislative Compliance

1.1 The Disability Discrimination Act

The Disability Discrimination Act 1995 (DDA) aims to end the discrimination that faces many people with disabilities. This Act has been significantly extended, including by the Disability Discrimination (NI) Order 2006 (DDO). It now gives people with disabilities rights in the areas of, amongst others:

- Employment
- Education
- Access to goods, facilities and services, including larger private clubs and transport services

The legislation requires public bodies to promote equality of opportunity for people with disabilities.

2 Definition of Disability

Disability is defined by the 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.’

3 The purpose and direction of the school's plan: vision and values

At Wynstones we are committed to giving all of our children and staff every opportunity to achieve the highest of standards. We do this by taking account of the varied life experiences and needs of students and staff. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children and staff matter. Wynstones promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Wynstones strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for our children and our staff.

4 Emergency Evacuation plan (PEEP)

All less abled people have a personal emergency evacuation plan, this will be reviewed on a termly basis, by the lead fire marshal monitored over each fire drill.

5 What we currently provide

The following areas are all wheelchair accessible

- Barn / Eurythmy Hall (with portable ramp)
- Games Hall
- Main Reception
- Classes 1, 2
- Art Rooms
- Kindergarten (all three classrooms)
- Accessible toilet in Classes 1 – 3 and Games Hall

6 Accessibility PLAN

The main priorities in the school and Kindergarten plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

7 The action plan – input

- A full access audit report has been published (December 2020)
- The school & Kindergarten draws on the expertise of both our own staff and external agencies to provide specialist advice and support.
- The Inclusion Manager has an overview of the needs of disabled students.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools in the Steiner Fellowship
- Disabled students have access to extra-curricular activities.
- The feasibility study takes into account and will continue to take into account access for all new buildings including key design functionality.

8 Identified action plan priorities (at December 2020)

1. The Car Park surface to be reviewed in terms of ease of disabled access route
2. A Ramp review to provide an improvement to building access (single step or curb) will be conducted
3. Any plans to build additional WC facilities would incorporate Disabled Toilets in the vicinity of the main Campus and would also allow for more room for manoeuvrability.
4. Lighting to be improved in the main car park and on the main routes – although satisfactory at present.
5. Sign language able staff to be part of the provision of the school

6. All events are to consider disabled guests and risk assessments raised for individuals if access is challenged (ramps/emergency exit plans)
7. Our Fire Alarm is audible only, considerations to be made for guests who may need assistance in the event of a fire
8. Road crossing opportunities to be considered with local council
9. Paths to Reception (from Car Park) are not easily navigated by disabled or infirm guests. Therefore, disabled parking is available in Church Lane but signage will be improved
10. Kindergarten Paths will be reviewed for ease of access
11. General signage to be further improved

9 Links with other policies

This policy links to our policies on:

- SEND
- Health & Safety Policy
- Safeguarding and Child Protection
- Equality and Diversity