

Accessibility Policy and Plan



Approved by:	Faye Sieracki (SBM) Chair of Trustees Infrastructure SG Lead	Date: Easter Term 2019
Last reviewed on:	Easter Term 2019	
Next review due by:	Easter Term 2021	

Legislative Compliance

The Disability Discrimination Act

The Disability Discrimination Act (DDA) 1995 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:

- employment
- education
- access to goods, facilities and services, including larger private clubs and transport services
- buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licences

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use Public transport easily.

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.'

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

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

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

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- Race
- religion or belief
- sex
- sexual orientation.

Emergency Evacuation plan (PEEP)

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

What we currently provide

The following areas are all wheelchair accessible

- Upper School building
- Barn / Eurythmy Hall (with portable ramp)
- Games Hall
- Main Reception
- Main Building – Classes 7 & 8 (ground floor only)
- Classes 1, 2 and 3 (with portable ramp)
- Art Rooms
- Kindergarten (all three classrooms)
- Accessible toilet in Classes 1 – 3, Upper School and Games Hall

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.

The action plan - input

- A full access audit report has been published (March 2019)
- The school & Kindergarten draws on the expertise of both our own staff and external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- 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 pupils 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.

IDENTIFIED ACTION PLAN PRIORITIES (at March 2019)

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 manouverability.
4. Lighting to be improved in the main car park and on the main routes – although satisfactory at present.
5. SBM to consider the addition of an induction loop
6. SBM to consider the recruitment of a dedicated sign language communicator
7. Any significant work to the Main Building will incorporate a lift solution
8. All events are to consider disabled guests and risk assessments raised for individuals if access is challenged (ramps/emergency exit plans)
9. Our Fire Alarm is audible only, considerations to be made for guests who may need assistance in the event of a fire (see 8)
10. Road crossing opportunities to be considered with local council
11. Paths to Reception (from Car Park) are not easily navigated by disabled or infirm guests. HOWEVER Disabled parking is available in Church Lane but signage will be improved
12. Signage to be improved in the Church Lane car park (disabled parking signs)
13. Kindergarten Paths will be reviewed for ease of access
14. General signage to be further improved
15. OT report for FR in Class 1 to be reviewed and actioned as a priority

Links with other policies

This policy links to our policies on:

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