

Accessibility Plan

Policy Owner	Senior Leadership Team
Formally endorsed by	Council of Trustees
Endorsement Date	November 2020
Next Review Date	November 2021

POLICY STATEMENT

Michael Hall is a comprehensive Steiner Waldorf School and aims to provide access to Steiner-Waldorf Education for children with a range of abilities and from a wide range of social backgrounds. Michael Hall welcomes pupils with special educational needs and those with disabilities, providing the school can appropriately and adequately provide resources for the pupil. Further information can be found in the school's *Admissions Policy*; and *Special Educational Needs Policy*.

The objective of the Accessibility Plan is to identify and remove barriers, which disadvantage pupils with disabilities and special needs, and to make the school as inclusive as possible.

The school occupies a site of 50ha on the edge of Forest Row. The grounds include woodland, open fields and gardens on both level land and slopes. The school buildings include a Georgian Mansion and Clockhouse Building, both Grade 2* listed and were built between the 18th and 21st centuries. The site and the buildings present a number of physical access problems.

Provision for the physical needs of pupils and staff

The school aims to improve the accessibility of the school site year on year. However, the age, layout and topography of the school's buildings and grounds means that some areas will remain less accessible for many years to come.

A physical access audit will assess the effectiveness of access work previously undertaken and identify remaining barriers and lack of provision. The audit will be the responsibility of the Maintenance and Facilities Manager. 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.

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 SENCOs in the first instance before taking 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 SENCOs, as well as Individual Education Plans for SEN children.
- Pedagogical one on one sessions, every week, developed by the SENCOs, working with CPD.
- Peer mentoring.
- Teacher appraisals, including probationary assessments of new teachers.
- Weekly teacher meetings by faculty. Separate meetings take place for Early Years, Lower School and Upper School.
- Weekly meetings of the Class Teachers with the SENCO
- Subject teachers' meetings.
- Individual child studies.
- 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. The review will take place in each faculty meeting. Actions arising from the reviews will be included in the accessibility action plan.

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 (01342-822275).

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.

PHYSICAL ACCESS ACTION PLAN

What needs to be improved	How will it be achieved?	When?	Responsible	Action plan - September 2019
Disabled Access - Mansion	Intercom from newly installed gates outside the Mansion drive through to Reception.	2018/2019	Maintenance and Facilities Manager	Quotation is awaited from contractors. The Clock House has been converted on the Ground Floor for access to a meeting room and washroom facilities.
Access to Mansion	Install call button	2019	Maintenance and Facilities Manager	
Access to Science labs	Improve ramp access at all entrances and between labs	Easter 2020	Maintenance and Facilities Manager	The improvement of ramp access is within the work schedule for the Easter 2020 holiday period. The ramp is inspected on routine site walks.

CURRICULUM ACCESS ACTION PLAN

What needs to be improved	How will it be achieved?	When?	Responsible
Review of approach to provision of learning support	Strategic review led by Senior Leadership Team (SLT) and Learning Support teachers The SENCos are the coordinators. The learning support is the provision we supply in terms of teaching and information gathering etc. The learning support department is the entire department of all the teachers and assistants	2019	SLT, Council
Differentiation in lesson planning	Training and guidance for teachers as required	2019	Crossfields, LS and US Assistant Principals
Wider use of formative assessment, as well as summative and observational assessments	Training and guidance for teachers as required	2019	Crossfields, LS and US Assistant Principals
Review of exam performance of students with SEN.	Analysis of exam performance and added value for children with SEN.	2019	Learning Support Department & US Assistant Principals
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	2019	Assistant Principals, Subject Co-Ordinators

INFORMATION ACCESS ACTION PLAN

What needs to be improved	How will it be achieved?	When?	Responsible
Website accessibility	New website	Academic Year 2019/20, in process	SLT