



Accessibility Plan 2026-2028

Reviewed by: Anna Greatrex, Tina Hobday

Reviewed: November 2026 (annually) and November 2028 (full review)

Endorsement

Full endorsement is given to this policy by:

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Signed: 13 April 2026

Date: March 2026

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1. Aims

Cambridge Waldorf is required under Schedule 10 of the Equality Act 2010 to prepare and publish an Accessibility Plan. This plan sets out how the school will, over time:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment so that disabled pupils can take better advantage of education, benefits, facilities and services
- Improve the delivery of information to disabled pupils in ways that are accessible to them

Beyond these three statutory duties, the school is committed to the broader principles of inclusion that underpin the Ofsted inspection framework. This means that accessibility is not treated as a separate concern but is embedded in the school's everyday teaching, environment and culture. This includes ensuring staff are well trained, that disabled pupils participate fully in enrichment and school life, and that transitions are planned carefully for every pupil with a disability.

The school takes all reasonable steps to avoid placing any disabled person at a substantial disadvantage, and works closely with disabled pupils, their families and relevant external agencies to remove or minimise barriers to learning.

2. Legislation and guidance

This document has been produced in accordance with:

- The Equality Act 2010 (Schedule 10 – duty to produce an accessibility plan)
- The Special Educational Needs and Disability (SEND) Code of Practice 2015
- The Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023)
- The Ofsted Non-Association Independent School Inspection Toolkit (Version 1.1, November 2025)

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Under the SEND Code of Practice, 'long-term' means a year or more, and 'substantial' means more than minor or trivial. This includes sensory impairments affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, cancer and mental health conditions.

3. Our School Context

Cambridge Waldorf was originally established as The Windmill Special Needs School. The building was designed from the outset for disabled access, and much of this infrastructure remains in place, including ramps, widened corridors, disabled parking bays, accessible toilet and changing facilities, and library shelves at wheelchair-accessible height. We also have a formal arrangement with our partner leaseholders, St Edmund's Trust, for use of their fully accessible hydrotherapy pool on site. This arrangement is reviewed and documented annually.

Whilst our physical starting point is strong, we recognise that the needs of our pupil cohort evolve over time, and that physical infrastructure alone does not make an inclusive school. Our responsibilities extend equally to curriculum access, the format of information, staff knowledge, pupil participation in enrichment, and well-planned transitions. The school actively incorporates accessibility awareness into the PSHE curriculum, involving pupils in reflecting on the accessibility of their own environment.

4. Identifying and Assessing Need: The Graduated Approach

The school uses the graduated approach – a continuous cycle of Assess, Plan, Do and Review – as its core framework for supporting disabled pupils. This is led by the SENCo in partnership with class teachers and families and applies across all year groups.

Assess

Needs are identified through information gathered at admission, review of any EHC Plans, ongoing teacher observation, SENCo assessment, and regular dialogue with pupils and families. External specialist advice is sought whenever needed.

Plan

Agreed support and reasonable adjustments are documented, with clear responsibilities and review dates. EHC Plans are fully considered in all curriculum planning and delivery. Transition planning is built into the process at every key stage change and when a pupil moves to another setting.

Do

Class teachers and support staff implement agreed adjustments, supported by the SENCo. All staff receive annual training on disability equality and reasonable adjustments, with targeted training provided whenever a pupil with specific medical or physical needs joins the school. The school maintains a training log, reviewed by trustees annually.

Review

Progress is reviewed termly for each identified pupil or halftermly if needed. The outcomes of reviews shape the next planning cycle. Parents are updated at least termly. The school also actively seeks the views of disabled pupils themselves – through PSHE discussions, pupil surveys and direct conversation – and uses this feedback to improve its provision. Pupil participation in enrichment and wider school life is monitored annually to ensure no disabled pupil is being excluded from activities.

Any concerns about accessibility can be raised at any time through the school's open-door policy or formal complaints procedure, details of which are available on the school website.

5. Pupil and Parent Voice

The school is committed to involving disabled pupils and their families meaningfully in decisions about their support and in the development of this plan. This is in line with the Ofsted inspection toolkit's expectation that leaders work closely with pupils and parents, and ensure their views and aspirations are central to decision-making.

The school does this through:

- Annual conversations with families of disabled pupils as part of the graduated approach review cycle
- Pupil voice surveys and discussions incorporated into the PSHE curriculum
- An open-door approach for parents to raise concerns, supported by the school's complaints procedure
- Seeking feedback from disabled pupils on their experience of the curriculum, environment and school life
- Reporting back to families on how their views have been acted upon

This plan will be reviewed with reference to feedback gathered through these processes. Any concerns relating to accessibility can also be raised through the school's complaints procedure, details of which are available on the school website.

6. Action Plan

This action plan sets out the specific steps the school will take to meet its accessibility objectives. It is reviewed annually and updated as needs change. All actions are aligned with the graduated approach and with the requirements of the Ofsted inspection toolkit's Inclusion evaluation area.

Aim	Current Good Practice	Objectives	Actions to be Taken	Timescale	Lead	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Differentiated curriculum in place. Resources tailored to individual need. Curriculum progress tracked for all pupils. Targets set and reviewed using the graduated approach (Assess, Plan, Do, Review). Curriculum materials include representation of disabled people.</p>	<p>Ensure all disabled pupils can access an ambitious and equal learning experience. Embed the graduated approach consistently across all classes.</p>	<p>Termly SENCo-led graduated approach reviews for all pupils with disabilities, including review of reasonable adjustments. Annual audit of curriculum materials for accessibility. Training for all staff on differentiation and adjustments, including at induction. EHC Plans fully considered in curriculum planning.</p>	<p>Termly reviews; annual audit each September</p>	<p>SENCo / Class Teachers</p>	<p>Disabled pupils access the full curriculum without disadvantage. Graduated approach reviews completed and documented each term. Reasonable adjustments recorded and reviewed.</p>
<p>Improve and maintain access to the physical environment</p>	<p>Building originally designed for disabled access: ramps, widened corridors, disabled parking, accessible toilets and changing facilities, wheelchair-height library shelves. Formal arrangement with St Edmund's Trust for use of accessible hydrotherapy pool on site.</p>	<p>Ensure all disabled pupils and visitors can access all areas of the school. Proactively review the environment as cohort needs, building use and legislation evolve.</p>	<p>Annual walkthrough audit of the physical environment with reference to Centre for Accessible Environments guidance. Accessibility assessment embedded in all new build and refurbishment plans at design stage. St Edmund's Trust arrangement reviewed and documented annually. Findings</p>	<p>Annual audit each September</p>	<p>Bursar / Site Lead</p>	<p>No physical barrier prevents a disabled pupil from accessing education, facilities or services. Accessibility considered and documented in all capital works.</p>

Improve the delivery of accessible information to disabled pupils and their families	Visual timetables and pictorial representations in use. Individualised print versions of texts provided as needed. Dyslexia-friendly resources available. Key documents published on school website.	Ensure all school information can be provided in any required alternative format promptly. Improve staff awareness of available formats and assistive technologies.	reported to Resources sub-committee.	Ongoing; annual review each September	SENCo / Admin Lead	Any required alternative format provided within 5 working days of request. Staff able to identify and source appropriate formats. Website accessible to all users.
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7. Monitoring and Review

This plan is subject to the following monitoring arrangements:

Frequency	Activity
Termly	SENCo reviews graduated approach documentation for all disabled pupils. Any urgent accessibility issues reported to Teaching and Learning Lead and resolved promptly.
Annually (September)	Full review of action plan progress. Physical environment walkthrough audit. Pupil participation data reviewed. Staff training log updated. Plan updated and re-approved by Resources sub-committee.
Annually	Trustees receive a summary report on accessibility plan implementation and outcomes, including participation data and any unresolved issues.
Every 3 years	Full comprehensive review of the plan, including consultation with disabled pupils and families, review of legislation and guidance, and benchmarking against Ofsted inspection framework.

On admission of any new disabled pupil	Accessibility needs assessment completed. Reasonable adjustments confirmed and documented before the pupil starts.
At each transition point	Transition summary produced and shared with receiving class teacher or external setting.

The plan is published on the school website. Hard copies are available on request. If you have any concerns about accessibility, please contact the school office or refer to our complaint's procedure.

8. Links with Other Policies

This Accessibility Plan is linked to and should be read alongside the following school policies and documents:

- SEND Policy (including the Graduated Approach)
- Equal Opportunities and Inclusion Policy
- Admissions Policy
- Risk Assessment Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- PSHE Curriculum
- EHC Plan documentation for individual pupils

This plan forms part of the school's broader commitment to inclusion as described in its self-evaluation and school improvement planning. The Teaching and Learning Lead and SENCo are responsible for ensuring consistency between this plan and all related policies.