

Accessibility Plan

Period covered by plan: April 2024 – April 2027

This document will be reviewed at least every 3 years or more frequently if necessary.

Linked Policies and procedures:

Admissions

Equality and Diversity Policy

Health and Safety Policy

SEND Policy

School Prospectus

Complaints Policy

EAL Policy

Plan Availability:

This Accessibility Plan available in the following ways:

- A copy is published on the school's website
- Paper copies are available from the office

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

This plan fulfils the requirements of the Independent School Standards.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Brighton & Hove Montessori Ltd, 67 Stanford Avenue, Brighton, BN1 6FB, 01273 702485

www.brighton-montessori.org.uk info@brighton-montessori.org.uk

Company registered in England & Wales no. 4865322 The Montessori Schools Foundation, Charity No. 1106446

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Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. At Brighton & Hove Montessori School we understand that we are required to make reasonable adjustments for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a child with a disability faces in comparison with children without any disability.

The purpose of this Accessibility Plan is to:

- increase the extent to which children with disabilities can participate in the curriculum;
- improve the physical environment of the school to enable children with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to children, parents and carers with disabilities

We have regard to the need to provide adequate resources for implementing this plan and regularly review them.

The school supports any available partnerships to develop and implement this plan.

If you have any concerns relating to accessibility in school, please refer to our complaints procedure sets out the process for raising concerns.

At Brighton & Hove Montessori School we are committed to providing an inclusive curriculum, with high expectations for all, that ensures the best possible progress for all our children whatever their needs or abilities. We believe that confidence and self-esteem are the platform for effective learning. Some children may need to focus on these areas before we can secure further academic achievements. We recognise that many children will have special needs at some time during their school life and we work hard to recognise everyone's uniqueness and success. We embrace and encourage learning in all its forms and are committed to removing barriers to progress and to making reasonable adjustments to reduce disadvantage.

In order that staff, children, parents, and visitors to the school are not discriminated against and have access to the curriculum, premises and information, (including those with special educational needs, disabilities or medical needs) the school makes a commitment to action or work towards the areas identified on the following plan.

Disability Access and Admissions

We ask about any disability and health condition in early communications with new families.

For parents and carers of children already at the school, we encourage them to discuss issues with a member of staff when they arise.

A warm welcome will be followed by extensive liaison with families and any necessary external professionals, in order to take reasonable steps to ensure that the child is not placed at a substantial disadvantage to those who are without disability, in the light of the Single Equalities Act.

Consideration will be given to ensure that sufficient appropriate support is available to enable equal opportunities for all. The school will action any reasonable physical adjustments or provide auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources.

Reasonable adjustments

We aim to ensure that nothing we do as a school places a child with a disability at a disadvantage compared to other children. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.

When it is reasonable to do so, we provide auxiliary aids or services for a child with a disability, when such an aid would alleviate any substantial disadvantage that the child faces compared to other children.

Where an auxiliary aid is not provided under the SEN system (i.e. via an EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications. There is no legal definition of auxiliary aids. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.

Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids. We consider that effective and practicable adjustments for children with disabilities will involve little or no cost or disruption and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three-year accessibility plan, we reserve the right to deem these as unreasonable. It is our aim to ensure that children with disabilities play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other children, we would not consider it to be reasonable.

Other considerations

- The Montessori approach is naturally geared towards fully including children with a range of disabilities.
- Children are able to learn at their own pace and often engage in mixed age groups that include all abilities multiplying the opportunities for peer-to-peer learning.
- All SEND Children have individual education plans allowing for integration of different needs and differentiation of provision.
- Lessons are generally individual and tailored to the particular child.
- Practical hands-on activities support focus and concentration through their purposefulness. The curriculum is offered in a multi-sensory way.
- The environment is language rich, but experience rather than language is the main route to access the materials and learning.
- An emphasis is placed on creating a calm and peaceful atmosphere both in its physicality and in its functioning.

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Accessibility Plan

<i>Target</i>	<i>Action</i>	<i>People/Resources</i>	<i>Timeframe</i>
Increase access to the curriculum for children with a disability	In the preparation of new materials, consideration will be given to multi-sensory use and ease of independent use by the children	Lead Teachers	Ongoing
	Use auxiliary aids effectively to ensure children can be included in the curriculum e.g. providing coloured layovers for children with dyslexia	All staff	As need arises
	Staff training in supporting children with SEND – focus on key areas of need within the school: e.g. ASC	Identify gaps in knowledge and seek external training and advice if necessary from BHISS, e.g. Language Support Service.	Ongoing/As need arises
	Curriculum progress is tracked for all children, including those with a disability.	Lead Teachers – Montessori Compass	Ongoing
	Targets are set effectively and are appropriate for children with additional needs.	Lead Teachers	Ongoing
	Disability awareness is promoted in the curriculum through groups and discussions with children and curriculum resources that include examples of people with disabilities,	Implement PSHE curriculum (jigsaw - celebrating differences)	Ongoing
	All trips out of school for children are planned with the abilities of all children in mind to ensure inclusion as far as possible	Lead teachers	On going
	Staff training on accessibility awareness	Ben and Ginie	Review during inset days throughout the academic year.
	Maintain a strong focus on the need to differentiate work for all children	Lead Teachers	Ongoing
	Thorough risk assessments are undertaken as required and take full account of the needs of children with any disabilities e.g. A named adult will provide 1:1 support as	Lead Teachers with support from office staff	Review termly

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	necessary;		
Improve and maintain access to the physical environment	BHM School building is extremely difficult to access for wheelchair users due to steep steps at both entrances.	Ensure reasonable adjustments for accessibility are considered as paramount in all decisions relating to building works within the school.	As work takes place
	We consider fire evacuation procedures for all individuals on site with PEEPs where necessary. Fire marshals appointed and trained	All staff, Fire Marshall	Ongoing
	Review the needs of any partially sighted children or staff Highlight hazards to increase safety Consider the necessity for stair strips, and on external steps yellow non-slip paint Review the needs of any light sensitive children or staff, consider the need for black out blinds and anti-glare covers for desktop computers		As required
Improve the delivery of information to children with a disability/parents/carers and the wider community	Variety of fonts available for handouts to children where necessary including information and worksheets and letters to parents/carers. Written policies are available to all (as is reasonable, with translations if necessary) upon request. Parents/carers with a physical disability have access to hard standing and office via main gate. Make reasonable adjustments where it is deemed	Office staff update website and prospectus to make this clear. Office staff External contractors.	Updated March 2022 As and when required As and when necessary

	<p>necessary.</p> <p>Parents with neurodiversity needs: Office staff to offer additional support where needed, signposting to relevant services.</p> <p>Use a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic <p>Where required and requested, provide school newsletters in an alternative form e.g.; audio</p>	<p>Office staff</p> <p>Office staff to organise</p> <p>Office staff</p>	<p>As required</p> <p>As required</p>
Scenario Planning:			
Children with specific learning difficulties	<p>Curriculum to be appropriately differentiated and additional support provided.</p> <p>Home School Partnership</p> <p>IEP</p>	<p>Lead teachers supported by Assistant Teachers</p>	As required:
Children with Speech, Language & Communication Needs	<p>Use of visual timetables, IEPs based on advice from Speech & Language service</p> <p>Home School Partnership</p>	<p>Lead teachers supported by SENDCo and TAs Speech and Language.</p>	
Children with	<p>Use of visual timetables, IEPs base on advice from Speech &</p>	<p>Lead teachers supported by SENDCo and TAs</p>	

Neurodiversity needs	Language service, BHISS, Well being service Home School Partnership	BHISS, Educational Psychologist Well-being service	
Children with Social, Emotional & Mental Health needs	TA support as appropriate, visual timetables, learning plans with advice from BHISS/Brighton & Hove Wellbeing Service Home School Partnership	Lead teachers supported by SENDCo and TAs and BHISS.	
Children with Physical and Sensory needs	TA support as appropriate. Learning plan based on advice from Occupational Therapists and other specialists. Make reasonable adjustments where it is deemed necessary Home School Partnership	Lead teachers supported by SENDCo and TAs Speech and Language.	
Children with Sensory needs (including Hearing/Visual)	Assistant Teacher to support as appropriate. Learning Plans based on advice from Sensory Needs Service (SNS). Appropriate use of background colours on paper. Use of magnifier where appropriate. Make reasonable adjustments where it is deemed necessary Review the needs of any hearing-impaired children or staff, considering the necessity for hearing loop/sound field, and	Lead teachers supported by SENCo, TAs, Resources from BHISS, SNS External contractors External Contractors Office staff	As required As required

Children with intimate care needs	<p>the appropriateness of linking this to the fire alarm</p> <p>Teaching staff to change when necessary. Intimate care policy Home School Partnership Parents to provide essentials.</p>	Teaching Staff Steps/smaller toilet seats. Individualised intimate care plans supported by the SENDCo.	As required
Children with food allergies	<p>School staff to liaise with parents to ensure appropriate diet. Needs communicated to all staff. Staff to have full paediatric first aid training, including use of adrenaline pen. Adrenaline pens stored in grab bags in locked cupboard in E or CH environments.</p>	Office staff. First aiders Class teachers Assistant Teachers First Aiders	<p>As required</p> <p>Training completed by all staff – renewed every three years.</p>
Children with asthma/Medical Needs	<p>Health Care Plan Inhalers and epilepsy medicines and other urgent medicines stored in grab bag in locked cupboard in E and CH environments. All first aiders trained to administer inhalers. Relevant staff are trained in relevant care.</p>	Office staff First Aiders	As required
Trans, non-binary & gender exploring children	<p>Follow the Trans inclusion school toolkit Allsorts training and advice Home school partnership</p>	Office staff Allsorts	As required
Children with English as an additional language	<p>Follow EMAS (Ethnic Minority Advisory Service) support, Home School Partnership</p>	Teaching Staff EMAS	As required