

Accessibility Plan

Period covered by plan: March 2022- March 2025

This document will be reviewed every 3 years, but may be reviewed and updated 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:

The school makes the 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](#).

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.

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.

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

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

Registered offices: 67 Stanford Avenue, Brighton, BN1 6FB

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

Schools' duties around accessibility for disabled pupils:

Schools need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources.

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 pupils will have special needs at some time during their school life and we work hard to ensure there are no invisible children here by recognising 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 not disabled, 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. All staff will receive appropriate guidance and support to meet the school's duties to disabled pupils.

Other considerations

- The Montessori approach is naturally geared towards fully including children with a range of disabilities.
- 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.

Disabled Access Improvement Action Plan

<i>Target</i>	<i>Action</i>	<i>People/Resources</i>	<i>Timeframe</i>
Increasing the extent to which disabled pupils can participate in the school curriculum and achieve their individual targets			
	In the preparation of new materials, consideration will be given to multi-sensory use and ease of independent use by the children	Lead Teachers Materials budgets for CH and E	Ongoing
	Use auxiliary aids effectively to ensure children and young people can be included in the curriculum e.g. providing coloured layovers for pupils with dyslexia		As need arises
	Staff training in supporting pupils with SEND – focus on key areas of need within the school: e.g. ASC	SENDCo deliver training where possible. Identify gaps in knowledge and seek external advice if necessary from BHISS, e.g. Language Support Service.	Ongoing
	Through groups and discussions with children, disability awareness is promoted in the curriculum; to increase pupil's understand of disability.	Implement PSHE curriculum (jigsaw - celebrating differences)	Ongoing
	All staff training on accessibility awareness	Office staff to arrange	By end of academic year 21/22

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	Thorough risk assessments are undertaken as required and take full account of the needs of disabled children e.g. A named adult will provide 1:1 support as necessary;		Start of each term – checked during Health & Safety Review meeting
Scenario Planning:			
Children with specific learning difficulties	Curriculum to be appropriately differentiated and TA support provided. Home School Partnership IEP	Lead teachers supported by SENDCo and TAs	As required:
Children with Speech, Language & Communication Needs	Use of visual timetables, IEPs based on advice from Speech & Language service Home School Partnership	Lead teachers supported by SENDCo and TAs Speech and Language.	
Children with Neurodiversity needs	Use of visual timetables, IEPs base on advice from Speech & Language service, BHISS, Well being service Home School Partnership	Lead teachers supported by SENDCo and TAs 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, the Well being service Home School Partnership	Lead teachers supported by SENDCo and TAs and BHISS.	
Children with Physical	TA support as appropriate.	Lead teachers supported by SENDCo and TAs	

and Sensory needs	<p>Learning plan based on advice from Occupational Therapists and other specialists.</p> <p>Make reasonable adjustments where it is deemed necessary</p> <p>Home School Partnership</p>	Speech and Language.	
Children with Sensory needs (including Hearing/Visual)	<p>TA support as appropriate. Learning Plans based on advice from Sensory Needs Service (SNS).</p> <p>Appropriate use of background colours on paper.</p> <p>Make reasonable adjustments where it is deemed necessary</p> <p>Home School Partnership.</p> <p>Make reasonable adjustments where it is deemed necessary</p>	<p>Lead teachers supported by SENCo, TAs,</p> <p>Resources from BHISS, SNS</p> <p>External contractors</p>	As required
Children with intimate care needs	<p>TAs to change when necessary.</p> <p>Intimate care policy</p> <p>Home School Partnership</p> <p>Parents to provide essentials</p>	<p>TAs</p> <p>Steps/smaller toilet seats.</p> <p>Individualised intimate care plans supported by the SENDCo.</p>	
Children with food allergies	<p>School staff to liaise with parents to ensure appropriate diet.</p> <p>Needs communicated to all staff.</p> <p>Health Care Plan</p> <p>Staff to have full paediatric first aid training, including use of</p>	<p>Office staff.</p> <p>First aiders</p> <p>Class teachers</p> <p>TAs</p> <p>First Aiders</p>	Training completed by all staff –

Children with asthma/Medical Needs	adrenaline pen. Adrenaline pens stored in grab bags in locked cupboard in E or CH environments. Health Care Plan Inhalers and epilepsy medicines and other urgent medicines stored in grab bag in locked cupboard in E and CH environments. Other non-urgent medical supplies e.g. eczema cream, Piraton, stored in office. All first aiders trained to administer inhalers. Staff that need to be are trained in relevant care.	First Aiders	renewed every three years. As required
Trans, non-binary & gender exploring children	Follow the Trans inclusion school toolkit Allsorts training and advice Home school partnership	All staff supported by the Headteacher, SENDCo, Allsorts	As required
Children with English as an additional language	Follow EMAS (Ethnic Minority Advisory Service) support, Home School Partnership	All staff supported by the Headteacher, SENDCo, EMAS	
Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services			
	BHM school building is extremely difficult in providing wheelchair access due to the nature of the building.	Ensure accessibility is considered as paramount in all decisions relating to building works within the school.	As work takes place
		Audit of short-term steps that could be taken to improve accessibility e.g. Colour contrasting/ signage/etc.	End of academic year 21/22
Improving the availability of accessible information to disabled pupils/parents/carers and the wider community			
	Visually Impaired: Variety of fonts available for all letters.	Office staff update website and prospectus to make this clear.	Updated March 2022

	<p>Physically disabled Parent: Disabled parents have access to hard standing via main gate.</p> <p>Make reasonable adjustments where it is deemed necessary.</p> <p>Parents with neurodiversity needs: Office staff to offer additional support where needed, signposting to relevant services.</p>	<p>Headteacher and office staff to ensure that the offer is made.</p> <p>External contractors.</p> <p>Office staff</p>	<p>As and when necessary.</p> <p>As and when necessary</p> <p>As required</p>
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