



The Meadows Montessori School

Accessibility Policy and Plan

Sept 2021 – Sept 2024

Applies to:

The whole school including Early Years Foundation Stage (EYFS), out of school care, the after-school clubs and all other activities provided by the school, inclusive of those outside of the normal school hours.

All staff (teaching and support staff), any pupils, the Proprietor and volunteers working in the school.

Availability

This policy is made available to parents, staff, and pupils by request from the Head of School or school office and also on our website.

Monitoring and Review

This policy will be subject to continuous monitoring, refinement, and audit by the Head of School.

The Proprietor (who is also the Head of School) undertakes regular reviews of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Approved Date – September 2021	Sam Sims
Review Date – Ongoing - September 2024	Head of school

The Meadows Montessori School is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The Meadows Montessori school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Meadows Montessori school is committed to providing an accessible environment with values, and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion. We also uphold policy and practice to support the promotion of British Values in all areas of our teaching.

The Meadows Montessori is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

Accessibility Plan

An ongoing Accessibility Plan will be drawn up to cover a three-year period.

This plan will contain relevant actions to:

- Improve access to the physical environment of the school. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils wherever possible. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents, and visitors with disabilities. Examples might include hand-outs timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- The Action plan for physical accessibility relates to the Access Audit of the school which is undertaken regularly. Some items may roll forward onto subsequent plans.
- The school prospectus will make reference to this Accessibility Plan
- The school's complaints procedure covers this Accessibility Plan
- The Plan will be monitored by ISI as part of their inspection cycle.
- At The Meadows we acknowledge that there is a need for on-going awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.

The Meadows Montessori School Accessibility Plan Sept 2021 – Sept 2024

Improving the Physical Access at The Meadows Montessori School

An Access Audit was carried out by the SBM (School Business Manager), and DH (Deputy Head) September 2019 and a number of recommendations made: Reviewed September 2021 by Head of School.

Access Report Ref	Item	Activity	Timescale	Cost £	Actioned by and date completed
C19 /D16 / I01	No induction loop fitted in reception or throughout school	A portable Induction loop needs to be purchased	September 2024	£300	Ongoing review - Not yet purchased as we currently have no staff, children or parents that require to use one. This will be reviewed immediately should circumstances change Reviewed April 2023 for New High School premises – above comments still apply.
E11,12,13	No lift to upstairs classroom or library	Lift installed or classroom / library to move downstairs	September 2024	£2000	Library continues to be downstairs no requirement for Lift yet as all staff and children can access upstairs via the stairs.
D10	No Tactile signs on Primary classroom doors	Investigate into tactile signs for class doors	September 2022	£100	Completed January 2022

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B06	No Disabled Access to our hall.	A ramp needs to be available	February 2024	£139	Ramp ordered and will be available as and when it is required. 22/01/24 Ramp received and available to use
D10	No Tactile signs on High School classroom doors	Investigate into tactile signs for class doors	February 2024	£150	

Improving the Curriculum Access at The Meadows Montessori School

September 2021

Target	Strategy	Outcome	Responsibility	Timeframe	Actioned by and date completed	Ongoing Review / Action
To ensure that our written assessments are accessible by all children	To meet as a staff team before each assessment period to discuss all the children individually and ensure that all staff know how best to support each child	All children have equal access to assessment material so that we can truly see the academic level of each child and that not be hindered by them not being able to access the material.	SENCO and staff teams	January 2019	January 2019 Completed SS	

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To review and purchase new reading books for our oldest children – to ensure that all our readers have interesting, exciting, and new books to read – regardless of their reading ability	To research and purchase a completely new set of books – all new publications – but all at different reading levels. Then introduce them during a reading week with a big emphasis on enjoying reading – for all.	The children are all engaged in reading and enjoying the new books – at the levels that are right for them.	Head Teacher and Class Lead	July 2019 and fully in place for new term	Spring Term 2022 Completed SS	
To review how we develop our teaching to accommodate for children who may have a hearing impairment	To research how we can support children with a hearing impairment. Key staff to access further training if applicable.	Children and parents feel supported in our school and able to access all learning and activities in all classrooms.	Lead teacher – 3-6 classroom. Head Teacher SENCO	Easter 2020	Jan 2019 – LE Advice taken from specialist on this matter. All staff made aware. SENCO joined Deaf society. Have a range of books in the class	Feb 2022 - Pupil wearing hearing aid but only for short period. March 2022 – Pupil no longer wearing hearing aid at school. NFA at present
To improve access to fictional & nonfictional text for those that need support with reading in Primary School	To research and purchase any technology that will assist with this in the classroom (Yoto Players)	All children can feel included and access fictional and nonfictional text to support their learning	Class Teacher – Grasshoppers	February 2024	Jan 2024 Meadows Community purchased 3 Yoto players for the 3 Primary classrooms	

Improving the Delivery of Written Information at The Meadows Montessori School

September 2021

Target	Strategy	Outcome	Responsibility	Timeframe	Actioned by and date completed	Ongoing Review / Action
Make available school prospectus, newsletters, and other information for parents in alternative formats when specifically requested	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for those who request it	Business Manager Head Teachers	Ongoing	JK – Ongoing and continually reviewed. To be continued and to be available upon request if necessary	