

## WALTHAMSTOW MONTESSORI SCHOOL

### Accessibility Plan 2017-2019

WMS is a small independent school with strong values and high standards of care and education.

Pupils thrive and want to do their best.

We are committed to giving all of our children every opportunity to achieve everything they can within the Equality Act 2010, by ensuring that our pupils, staff and visitors feel valued, cared for and listened to.

We offer a broad and balanced curriculum and have high expectations for all children.

The achievements, attitudes and well-being of all of our children matter.

#### **Purpose of this plan:**

This plan is to show how Walthamstow Montessori School intends, over a period of time, to increase the accessibility of our school for everyone regardless of any disability. This extends to pupils, staff, parents/carers and visitors.

#### **Definition of disability:**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

#### **Contextual Information:**

WMS is located in 2 separate buildings in Walthamstow. The lower school is in a single storey building which contains a large open-plan classroom, 2 other classrooms, a kitchen, office, meeting room, store rooms and toilets, there is also a rear garden.

It is spacious and all on one level. Wide doorways allow for ease of access between rooms. There is a disabled access toilet on site.

The upper school is located to the rear ground floor area of St John's church, a late Victorian building which was converted to provide large rooms underneath the church areas.

Access without steps is possible. There is one internal step in the building. A ramp is available.

The upper school building contains 3 large classrooms, an office and toilets and a rear garden.

A disabled access toilet is on site.

At present we have no wheelchair dependent pupils, parents or members of staff. We have one member of staff with a disability.

**Increasing access for disabled pupils to the school curriculum:**

It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

We intend to increase access to the curriculum for pupils with a physical disability and/or sensory impairments.

We promote and support disability awareness and equality for all disabled pupils, staff, parents, carers and visitors to our school.

Our Accessibility Plan (at the end of this document) explains how we are doing this and what we plan to do.

We will expand the curriculum, as needed, to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This includes teaching and learning as well as the wider curriculum of the school such as school clubs, assemblies, and visits.

This policy was adopted on dated: 1 September 2017

Signed (Principal):

---

Signed (Senior member of school staff):

---

Signed (Parent Representative):

---

Date Signed: 1/5/19

Next review date: 1/5/2020

**Time scale: on-going**

Tasks	Timescale	Responsibility	Monitoring	Success Criteria
<b>Compliance</b>				
<b>Compliance with the Equality Act 2010</b>	Ongoing	All staff	Head of School Principal	Ofsted Inspection Report, Internal review and evaluation will confirm compliance.
<b>Admissions</b>				
<b>Ensure that all school policies and documentation make provision for any disabled pupils and are not unintentionally discriminatory</b>	July 2017 and annually when each policy is reviewed	Leadership Team All staff	Principal Head of School	Policy wording is not discriminatory. Policy wording does not unintentionally cause offence. Written policies are available to all (as is reasonable, with translations if necessary) upon request.
<b>Consider the needs of the pupil prior to admission (for both curriculum and access)</b>	July 2017 and annually when each policy is reviewed	Leadership Team All staff	Principal Head of School	10 days prior to entry, all aspects of need are resourced and a plan of transition to WMS drawn up. Seamless entry into WMS.
<b>Admissions data to include information regarding needs and disabilities</b>	Prior to school year (as required)	Leadership Team All staff Parents Pupils	All staff	Previous school information (where applicable) has been reviewed and investigated. Appropriate plans for building access, learning and other facilities have been completed prior to entry.
<b>Accessibility to Buildings</b>				
<b>Consider the fire evacuation procedures in light of any necessary changes/needs</b>	July 2017 and reviewed as required	Principal Head of School All staff	Principal	All pupils, staff and visitors will be aware of and will have rehearsed and know the fire evacuation procedures.

<b>Ensure that Fire Hazard drills cater for those who are disabled Fire marshals appointed and trained</b>				All pupils, staff and visitors will have appropriate support to ensure safe evacuation. Fire Marshals appointed and trained.
<b>Physical access issues: Visitors and pupils in wheelchairs or with physical disabilities will be directed accompanied into the building via the correct access point</b>	ongoing	Principal Head of School All staff	Principal Head of School	Where appropriate, all visitors, pupils and parents/carers will be made aware of the additional access arrangements. Access arrangements will be available in languages other than English as required.
<b>Access to the Academic and Pastoral Curriculum</b>				
<b>A balanced and relevant curriculum delivered to all pupils (as is reasonable and practicable)</b>	ongoing	Teaching staff	Principal	Lesson planning reflects and highlights individual needs. Pupil Progress Plans support access to all lessons (where reasonably possible).
<b>Maintain a strong focus on the need to differentiate work for all pupils</b>	ongoing	Teaching staff	Principal Head of School	Lesson planning reflects and highlights individual needs. Pupil progress plans support access to all lessons (as reasonably possible) with appropriate resources as required.
<b>Continue to develop the WMS methods of assessment and implement improvements to allow greater access to assessment for all pupils</b>	July 2017 and ongoing	All staff	Principal Head of School	Pupils are aware of their unique starting points, the progress they are making each term and their next steps.
<b>Continue to implement a holistic sport and physical education programme to ensure that all pupils have access to physical activity.</b>	July 2017 and ongoing	Head of School Teaching staff	Principal Head of School	All pupils have access to PE, games and activities that support health and wellbeing.

<b>Review access to PE and games programmes to all all pupils to participate (where possible)</b>				
<b>Use of interactive whiteboard and other technology and resources (laptops, tablets, etc) to improve the access to the curriculum for those who require it</b>	ongoing	All staff	Principal Head of School	Appropriate resources bought for teaching and learning purposes. Access to tablet and other technology to enhance access to the curriculum. Appropriate resources created by staff (where reasonable) to enhance the learning experience eg; software, Apps
<b>Disability awareness to reflect the needs of pupils in school</b>	ongoing	All staff	Principal Head of School	Pupils have access to all aspects of schooling and school life, as appropriate. Pupils will be appreciative and sympathetic to the needs of each other.
<b>Policies</b>				
<b>Disability Awareness to be reflected and considered when developing all school policies, with consideration of all stakeholder needs</b>	Per policy review cycle	Principal Head of School	Principal Head of School	School policies reflect the needs of all stakeholders, can be accessed by all and support the development of access for all, with specific attention given to behaviour, anti-bullying and curriculum.
<b>Medical</b>				
<b>Assess child's health needs and identify resources required to meet those needs prior to school commencement</b>	As necessary	Principal Head of School	Principal Head of School	Specialist equipment as is practical and reasonable in place 10 days before pupil's start date. Plan of action and appropriate risk assessments and pupil progress plan in place and shared.

Training for teachers on specific special needs and in first aid as necessary	ongoing	Principal Head of School	Principal Head of School	All teaching and support staff have first aid certification on a rolling basis. All staff are aware of and trained in the relevant special and additional needs areas of our pupils as necessary.
<b>Recreational Trips and Activities</b>				
Ensure that all trips out of school for pupils are planned with the abilities of all pupils in mind to ensure inclusion as far as possible	ongoing	Principal Head of School All staff	Principal Head of School	All pupils (as considered reasonable) able to attend. Alternative equivalent experiences in place for those who cannot complete the main event.
<b>Access to Written information</b>				
Provide larger print handouts to pupils where necessary including information and worksheets	ongoing	All staff	Principal Head of School	All pupils have full access to everything written that other pupils have access to.
Provide information to pupils in a format which meets their needs	ongoing	All staff	Principal Head of School	All pupils have access to technology and other materials in accordance with statements of special needs, EHC plans and pupil progress plans.
Where required and requested, provide school newsletters in an alternative form eg; audio	As required	Head of School Assistant to Head of School	Principal	All stakeholders able to access newsletters.