Accessibility Plan

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1.0 Statement of Intent

At Cobham Montessori School we are committed to ensuring equal treatment for all, including those with any form of disability. By 'all' we mean anyone involved in the school community including employees, pupils, parents, and carers.

We will seek to reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses these Key Principles:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the at the school
- Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

2.0 Relevant Legislation

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to state-funded schools. It has three main elements. State -funded schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The equality duty covers the nine protected characteristics; age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

This purpose of this document is to plan for;

- Increasing the extent to which disabled pupils can participate in the school's curriculum (See table 1 access to curriculum),
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school (see table 2 access to the physical environment), and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (table 3 access to information).

3.0 Definition of Disability

Disability is defined by the Equality Act 2010 as: 'When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

4.0 Action Plan

To audit school resources to check a range of resources/materials are available for everyday use for pupils and staff. If a child or adult with a specific disability which has not already been catered for comes to the school on a regular basis their needs will be addressed as a priority. This assessment is dynamic, responding to needs as they arise and it may or may not be documented.

5.0 Linked Policies/Plans

This plan will contribute to the review and revision of related school policies/plans:

- SEND Policy
- Curriculum Policy
- Premises Plans
- Fire Safety Procedures

6.0 Updates of this Plan

This plan will be reviewed annually by the Head of School, or sooner if a pupil's individual require it. Effectiveness of the Plan will be reported to the Governing Body termly. This Plan will be made available on the School's website.

Accessibility Plan

Table 1 – Access to the Curriculum

As part of these activities the school will continue to seek the advice of the LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professions from the local NHS Trusts. However, the Surrey Local Offer typically does not provide resources to support the needs of children in Independent schools, unless the subject of an EHCP.

Item	Target	Strategies	Timescale	Responsibility	Success Criteria
1	To identify children who will attend Cobham Montessori school for the next academic year who need provision made	Visit child in prior settings Obtain information from parents through Admissions Process	Prior to child's starting date	Lead Guide in child's community Head of School	All required measures in place prior to child's start date
2	To establish and maintain close liaison with parents	All parents are invited to a termly meeting to discuss their child's progress; Parent of children with an Individual Support Plan or EHCP may be invited to review the ISP with the Lead Guide and/or SENDCo more frequently	Termly meetings for all parents a nd further as required meetings where there is any additional need	Lead Guide in child's community an d SENDCo	Parents of children with special education needs feel involved in supporting their child
3	To establish and maintain close liaison with outside agencies for pupils with additional needs	Attend Surrey County Council SEND briefing sessions; Time allowed for SENDCo and other staff to attend network opportunities Subscription to SEND Surrey Newsletter Liaise with Surrey advisory team as required	Briefing sessions typically held once per term	SENDCo and Lead Guide in child's community	All relevant staff have been able to attend relevant networking meetings for their role Teaching staff are able to attend meetings such as EHCP/ TAF/ EP/SALT/OT to enable them to better meet the needs of the child
4	To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips	Early planning and risk assessments for regular trips, to meet identified needs of all children who are in the school	As required	Lead Guide for planned trip/SENDCo	All pupils are accessing and experiencing the opportunities available.

	and residential visits				
5	To include pupils with a disability, medical condition or other access needs as fully as possible in extracurricular provision	Early planning and risk assessments for regular trips, to meet identified needs of each child	Ongoing	Lead Guide and Head of School	All pupils are accessing and experiencing the opportunities available.
6	To regularly review the curriculum and teaching plans to ensure children have access to all parts	This is covered in the Curriculum Policy and the Assessment and Planning Policy	Ongoing	Lead Guide	Any review that has happened meets the needs of the current cohort of children.
7	Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs	Annual training cycle that includes SEND and specific training as identified. Discussions in weekly staff meetings	Ongoing	SENDCo	There has been access to learning opportunities where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to promote awareness for all relevant staff.
8	Ensure pupils needs' can be met using IT equipment or other resources following identification when required.	Use referral to SALT, EP, OT, Paediatrics service and their recommendations.	Ongoing	SENDCo	Children have timely access to relevant, supportive and cost effective equipment to meet their needs.

Table 2 Access to the Physical Environment

The school is a single story building built in the late 1800s. The main building entrance at reception has stepped access but there is ramped access available at the alternate entrance. All internal doors are flush floor levels. Access to the garden is possible through a level access door. Internal doors can be held open. There is a disabled toilet in the building. The fire alarm is a ringing siren or whistle (no pager or flashing lights available).

Visitors to the school are normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building or access a refuge area to await evacuation.

A Personal Emergency and Evacuation Plan (PEEP) should be completed for all pupils, staff and visitors who require one and the findings communicated to the Fire Officer.

Item	Target	Strategies	Timescale	Responsibility	Success Criteria
1	All access points to the school accessible	If required use of temporary ramping. All areas are accessible to all. Look at ramping into all weather garden if needed	Ongoing	Head of School in conjunction with Landlord consent	No child hindered from participated due to access
2	Regular review of needs for current pupils	Reviews of ISP/EHCP	Termly (or when a new pupil is expected whose needs are not currently met)	Lead Guide / SENDCo	Pupils identified needs are met
3	Personal evacuation plans completed for students who are identified as requiring one	Liaise with parents and other healthcare staff to identify needs and put in place appropriate evacuation arrangements	As Required	SEND Co/Fire Officer	All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully.
4	Learning areas accessible for pupils	Regular review of layout of classroom to ensure meets the needs of the children using the space at the time	Ongoing	Lead Guide / SENDCo	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment
5	Circulation Areas in Building to be decluttered to facilitate access	Alternative measures for storage of children's belongings to be explored	If needed	Head of School	Each child is able to navigate hallways without undue difficulty

Table 3 Access to Information

As part of these activities the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested

Item	Target	Strategies	Timescale	Responsibility	Success Criteria
1	Provision of written material to pupils to meet their needs	Use of coloured paper/text size/visual timetables	Ongoing	Lead Guide	Pupils always have access to written material which meets their needs at the appropriate time
2	Review school documentation on website to check accessibility for parents with English as an additional language/ disability in order to support their child(rens) learning	Review of website Seek views of parents	Ongoing	Website coordinator /Head of School	Website reviewed and updated as necessary to be accessible