

Accessibility plan 2023

Grantham Farm Montessori School 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 Grantham Farm 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 effect on his/her ability to carry out normal day-to-day activities.

Contextual information:

Grantham Farm Montessori School is located in 1 building in the village of Baughurst. The school is in a converted barn which contains, on the ground floor: a large open-plan classroom for our nursery class children age 2–4 years, adjacent to which is a primary class for our primary pupils age 4–7 years, an open plan kitchen, a cloakroom, a medical room and separate toilet facilities for adults and children. On a mezzanine there is an office/meeting/staff room. An open plan layout and wide doorways on the ground floor allow for ease of access between the two main ground floor rooms, toilets and medical room. The rear doors open onto a large garden with a flagged area and spacious grass area which is all on one level.

There is a disabled access toilet for pupils on site. Wheel chair access into the building is possible without a ramp. At present we have no wheelchair dependent pupils, parents or members of staff. We have one pupil with a disability. There is ample access for disabled pupils to freely and safely move around the school using mobility aids.

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 continually evaluate and improve 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 and visits.

Tasks	Timescale	Responsibility	Monitoring	Success Criteria
Compliance				
Compliance with the Equality Act 2010	Ongoing	All staff	Head teacher	Internal review and evaluation will confirm compliance Ofsted inspection report
Ensure that all school policies and documentation make provision for any disabled pupils and are not unintentionally discriminatory	Annually when each policy is reviewed	SLT All staff	Head Teacher SenCo	Policy wording is not discriminatory. Policy wording does not unintentionally cause offence. Written policies are freely available to all (as is reasonable, with translations if necessary) upon request
Consider the needs of the pupil prior to admission (for both curriculum and access)	Prior to admission	SLT All staff	Head teacher SenCo All staff	Prior to entry all aspects of need are resourced and a plan of transition to Grantham Farm Montessori School drawn up. Seamless entry into Grantham Farm Montessori School
Admissions data to include information regarding needs and disabilities	Prior to school year (as required)	SLT All staff Parents Pupils	SLT	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
Accessibility to buildings				
Consider the fire evacuation procedures in light of any necessary changes/needs	Reviewed as required	Head teacher All staff Fire wardens, SenCo Class teachers Pupil's 'Buddy' (see Personal Emergency Evacuation Procedure	Head Teacher SenCo Fire Wardens Pupil's 'Buddy' (see Personal Emergency Evacuation Procedure)	All pupils, staff and visitors will be aware of and will have rehearsed and know the fire evacuation procedures.

Tasks	Timescale	Responsibility	Monitoring	Success Criteria
Ensure that Fire Hazard drills cater for those who are disabled Fire marshals appointed and trained	Termly fire drills. Fire Marshall training as required. Reviewed annually.	Fire Wardens All staff	Fore Wardens Head teacher	All pupils, staff and visitors will have appropriate support to ensure safe evacuation. Fire Wardens appointed and trained
Physical access issues: Visitors and pupils in wheelchairs or with physical disabilities will be directly accompanied from the disabled parking area into the building via the correct access point at the main door	Ongoing	All staff Head teacher	All staff Head teacher When there is a school event a marshal will be appointed to support visitors	Where appropriate, all visitors, pupils and parents/carers will be made aware of the access arrangements. Access arrangements will be available in languages other than English as required.
Access to the academic and pastoral curriculum				
A balanced and relevant curriculum delivered to all pupils (as is reasonable and practicable)	As planned Ongoing	Teaching staff Subject leaders	Head teacher Subject leaders	Lesson planning reflects and highlights individual needs. Individualised teaching supports access to all lessons (where reasonably possible).
Maintain a strong focus on the need to differentiate work for all pupils	Ongoing	Teaching staff	Head teacher	Lesson planning reflects and highlights individual needs. Pupil progress plans support access to all lessons (as reasonably possible) with appropriate resources as required and further resources sourced as needed.
Continue to develop the methods of assessment and implement improvements and or adaptations to	Ongoing	Teaching staff	Head teacher	Pupils are actively involved in planning and reviewing their learning. They are aware of their unique starting points, the

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allow greater access to assessment for all pupils				progress they are making each term and their next steps.
Continue to implement a holistic sport and physical education programme to ensure that all pupils have access to physical activity. Review access to PE and games programmes to all pupils to participate (where possible)	Ongoing	Teaching staff Head teacher Sport teachers	Head teacher Physical education leaders	All pupils have access to PE, sport and activities that support health and wellbeing.
Use of computers, Makaton, picture cards and questioning to support pupils' learning and teachers' assessment.	Ongoing	Teaching staff	Head teachers SenCo	Appropriate resources purchased to support pupils' learning and development. Pupils' progress.
Disability awareness to reflect the needs of pupils in school	Ongoing	Head teacher SenCo Admin staff (to book training where necessary)	Head teacher SenCo	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.
Policies				
Disability Awareness to be reflected and considered when developing all school policies, with consideration of all stakeholder needs	Policy review cycle	Head teacher All staff (contribute toward policy development and have mind to policy in practise)	Head teacher	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, antibullying and curriculum.
Medical				
Assess child's health needs and identify resources	As necessary	SenCo Class teachers Head teacher	Head teacher SenCo	Specialist equipment as is practical and

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required to meet those needs prior to school commencement		External specialists where required		reasonable in place before pupil's start date. Plan of action and appropriate risk assessments and pupil progress or target plan in place and shared.
Training for teachers on specific special needs and in first aid as necessary	Ongoing	Head teacher Administrator to book training Staff to attend training	Head teacher SenCo	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.
Recreational trips and activities				
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	All staff	Head teacher	All pupils have full access to everything written that other pupils have access to.
Access to written information				
Provide information to pupils in a format which meets their needs	Ongoing	Teaching staff	Head teacher	All pupils have access to communication through technology and other materials in accordance with target plans, statements of special needs, EHC plans.
Where required and requested, provide school information in an alternative form e.g. audio	As required	Head teacher Administrator Website manager	Head teacher	All stakeholders able to access school communications

This policy was adopted on	Signed on behalf of the school	Date for review
August 2023	E. Wetherley	August 2026