



<b>Policy Area:</b>	Access strategy and plan		
<b>Date:</b>	September 2016	<b>Policy code:</b>	A2
<b>Last reviewed:</b>	January 2022	<b>Reviewed by:</b>	Esma Izzidien
<b>Next review:</b>	January 2023 (Feb 2022 for action plan)	<i>(For all review dates see end of document)</i>	

### 1) Our Strategy

Improving access to education and educational achievement for disabled pupils is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education. The Equality Act 2010 and related Equality Duty 2011 reiterate the duty upon schools as laid out in the previous Disability Discrimination Act 1995. At Cardiff Montessori School we have developed an accessibility plan that aims to:

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

### 2) Our Access Plan:

Our plan reflects the above strategy and falls under the headings of: Physical Environment, Information and Curriculum areas.

#### 2.1 Physical Environment

Key Issue	Current provision	Further Action	Responsible person and time frame
Parking	There are currently several parking bays directly in front of the school.	The parking bays are not marked for disabled users. Signs reserving 2 spaces for disabled use are to be erected.	Esma Izzidien Within 1 term ie by 28 Feb 2022
Entrance	Two new entry points have been created. Both feature widened doors. The entrance via reception is wheelchair accessible. The side entrance has a small step up and a ramp will be needed to ensure access for wheelchairs.	Purchase of a ramp that can be stored near the side entrance for use when required.	Esma Izzidien Within 1 term ie by 28 Feb 2022

Site on one level	One of the main reasons the new site was chosen for the school relocation was the fact that the building is on one level and the layout highly accessible.	Nil	Nil
Toilet facilities	<p>The toilet opposite reception has had the door widened and adjusted to be outward opening. M Doc fittings have been purchased and are to be fitted.</p> <p>The toilet is at a central point of the school to make it as accessible as possible.</p>	Emergency alarm being fitted 23/11/21 with call button and rest in reception.	Esma Izzidien
Sensory / intervention room	A new provision within the new building is a dedicated area for children requiring sensory stimulation or specific learning intervention.	Further resources for the sensory room.	<p>Sally Bashir and Esma Izzidien</p> <p>To liaise with OT and therapists. Within 1 term ie by 28 Feb 2022</p>
Outdoor play areas	<p>Safety surfacing has been purchased for the main play areas to ensure the safety of learners.</p> <p>A new path has also been laid to help improve access around the building.</p>	Purchase of further inclusive play materials	<p>Sally Bashir and Esma Izzidien</p> <p>Within 6 months</p>
Induction loop system	A portable induction loop system is located in reception for use when needed.	Further loop systems to be purchased should need arise	

## 2.2 Information

Key Issue	Current provision	Further Action	Responsible person and time frame
Learning journals	<p>Children in the elementary take responsibility for their own learning through use of their weekly journals with the assistance of the teacher.</p> <p>This is currently done mainly via a reading and writing / dictating method</p>	Where children are struggling with this method of communication it may be necessary to adapt the learning journals to a more picture based communication system.	To be monitored by elementary teacher and SENco and any access difficulties noted and acted upon.
Other information	Most other information in the class is available in various formats to suit the need to each individual child and their ability.	In the event of any visual or hearing impaired children enrolling in the class an assessment of needs would need to be made to determine any adaptations needed in the school.	To be monitored by lead teachers and SENco any access difficulties noted and acted upon.

## 2.1 Access to curriculum areas

Key Issue	Current provision	Further Action	Responsible person and time frame
Curriculum access	<p>A great benefit to Montessori is that each child has an individual learning plan and can access the curriculum at a level appropriate to their needs.</p> <p>All children entering the elementary are invited for a meeting where their needs and requirements are discussed and a plan is made to ensure they are supported in their learning.</p> <p>Montessori materials are suited to an array of learning styles, from</p>	While the Montessori materials and curriculum lend themselves to children of all abilities the current set-up of the class and structure of the day, which has lots of independent study time, may not suit all children. Particularly those children who struggle with self-directed learning. In order to try to increase the number of children with these SENs further staff training is needed to develop strategies to maintain the	<p>Ongoing SENco training which can be cascaded to staff and regular meetings between SENco and lead teacher / SLT.</p> <p>Dyscalculia training for lead teachers within academic year.</p>

	<p>visual, auditory and kinaesthetic. Children can access the curriculum via the style of learning that best suits them.</p> <p>Current SENco has been funded by school to undertake further training. All lead teachers have recently completed dyslexia training.</p>	<p>Montessori teaching ethos and method while managing to accommodate those with additional needs.</p> <p>Staff training on dyscalculia identified as learning need.</p>	
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***Review of policy dates:***

<b>Date of review</b>	<b>Reviewed by</b>	<b>Notes</b>
02/2017	Esma Izzidien	
02/2019	Esma Izzidien	
9/2019	Esma Izzidien	
11/2021	Esma Izzidien	
01/2022	Esma Izzidien	