



Policy Area:	Access strategy and plan		
Date:	September 2016	Policy code:	A2
Last reviewed:	January 2022	Reviewed by:	Abigail Eynon
Next review:	January 2024	<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	2 parking Bays directly in front of school marked for disabled users		
Entrance	Side entrance has a small step up and a ramp will be needed to ensure access for wheelchairs. Ramp purchased.		
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	Nil	Nil

	and the layout highly accessible.		
Toilet facilities	<p>The toilet opposite reception has had the door widened and adjusted to be outward opening. M Doc fittings have been fitted.</p> <p>The toilet is at a central point of the school to make it as accessible as possible.</p>		
Sensory / intervention room	A provision within the building is a dedicated area for children requiring sensory stimulation or specific learning intervention.		
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	Children in the elementary take responsibility for their own learning through use of their weekly	Where children are struggling with this method of communication it may be necessary to adapt	To be monitored by elementary teachers and ALNco and any access difficulties noted and acted upon.

	<p>journals with the assistance of the teacher.</p> <p>This is currently done mainly via a reading and writing / dictating method</p>	<p>the learning journals to a more picture based communication system.</p>	
Other information	<p>Most other information in the class is available in various formats to suit the needs of each individual child and their ability.</p>	<p>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.</p>	<p>To be monitored by lead teachers and ALNco any access difficulties noted and acted upon.</p>

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 class 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 visual, auditory and kinaesthetic. Children can access the curriculum via the style of learning that best suits them.</p>	<p>Ongoing Staff training is needed to develop strategies to maintain the Montessori teaching ethos and method while managing to accommodate those with additional needs.</p> <p>ALN to continue to liaise with Lead teachers and SLT about effectiveness of intervention/teaching methods.</p> <p>Staff to have Dyscalculia training (trainer previously unavailable)</p>	<p>ALNco, Zoe Humphreys, ongoing.</p> <p>Dyscalculia training to be arranged by Esma Izzidien in the next 6 months.</p>

	<p>ALNco coordinates intervention for students needing additional support to access the curriculum.</p> <p>All lead teachers have completed dyslexia training.</p> <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. New ALNco has trained some staff in intervention and meets regularly with Leads to discuss methods and what is/isn't working.</p>		
--	--	--	--

Review of policy dates:

Date of review	Reviewed by	Notes
02/2017	Esma Izzidien	
02/2019	Esma Izzidien	
9/2019	Esma Izzidien	
11/2021	Esma Izzidien	
01/2022	Esma Izzidien	
January 2023	Abigail Eynon	Edited where action has been taken