



DIVERSITY AND EQUALITY THREE YEAR PLAN SEPTEMBER 2011 – AUGUST 2014

INTRODUCTION

At Derby Montessori School we believe that all children have equal rights to quality education and childcare; and that all aspects of the curriculum should be accessible to every child regardless of sex, race, religion or ability. This belief forms the core of our mission statement.

This plan sets out how Derby Montessori School intends to fulfil its duties under the Equality Act 2010 and has five inter-linked elements:

1. Information gathering.
2. Improvements in access to the curriculum and employment by:
 - Providing for all pupils a curriculum that is appropriate to their needs
 - Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.
3. Physical improvements to increase access to education and associated services by:
 - Ensuring that all school buildings and grounds are accessible to pupils with mobility, sensory and other impairments.
 - Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils.
4. Improvements to access to employment by:
 - Ensuring that recruitment procedures provide equal opportunities.
5. Improvements in the provision of information in a range of formats for pupils with a disability by:
 - Providing for pupils, and their parents/guardians, information about the school and its curriculum in a format that takes account of disabilities.

1. INFORMATION GATHERING

- **Determining assistance required**

Purpose and benefit

To enable Derby Montessori School to address specific requirements of pupils with disabilities both prior to entry to the school and whilst the pupil is at the school.

Current Situation

Prior to the child being admitted the parents are asked to fill out an information sheet which includes questions on whether the child has any medical problems, conditions or disabilities, and whether the parents have any concerns, anxieties or other information that they wish to share with the school.

For children within the school the SEN co-ordinator assesses children about whom staff or parents have concern and where appropriate recommends them for further assessment by outside agencies.

The school works closely with outside agencies.

Actions

- I. Add wording to the initial registration form to gather information about additional needs.
- II. Extend the wording on the questionnaire to ask parents to inform the school of any diagnosed medical condition/ disability for which special provision needs to be made, either for the child or for the adult/ carer.
- III. Ensure that information is gathered early enough to be of use so that individual plans can be devised before the child begins attending the school.
- IV. Devise an informal questionnaire that can be used to gather feedback from members of the community with a disability. Initially from those attending the school.

Start/ Finish

- I. Revision of the registration form to be completed by the end of the academic year 2011-12.
- II. Revision of the Child Questionnaire to be completed by the end of the academic year 2011-12.
- III. On going.
- IV. Devise an informal questionnaire by the end of the academic year 2012-13

Responsibility

The Principal, senior staff and admissions staff to work together to achieve all of the above.

Success criteria

The early identification of individual needs.

Necessary adjustments made for each pupil or parent with a disability.

Access to the school gradually improved for all.

2. IMPROVING ACCESS TO THE CURRICULUM

- **Providing for all pupils a curriculum that is appropriate to their needs.**
- **Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.**

Purpose and benefit

All pupils have equal access to quality education and childcare. All aspects of the curriculum are accessible to every child regardless of sex, race, religion or ability.

Current Situation

The Montessori Method is used with all age groups within the school. This is based on an ethos of supporting each individual child through the curriculum at their own developmental pace. This allows for a wide range of abilities to be taught within each class.

Targets are set and reviewed regularly for all children and those with identified additional needs also have IEPs with are reviewed at least once per term.

The SENCo works closely with staff, parents and outside agencies to ensure that the pupils' needs are being met.

The SENCo works one to one with some children who have been identified as needing additional support.

Actions

- I. Introduce informal assessment of children in the Cosmic Class against the NC assessment scales to identify where children are likely to need additional support in order to achieve the National Standards for their age.
- II. Introduce a formal system in order to monitor that targets are set and updated regularly for all children and to ensure that needs are identified as early as possible.
- III. Introduce a formal system that ensures that information about children with additional needs is cascaded to all staff who need to know and that a consistent approach is used with each child.
- IV. Ensure that children who need additional support are able to access this in a way that is positive and which does not disrupt their timetable unduly.

Start/ Finish

- I. Assessment plan to be developed and in place by the end of the academic year 2011-12.
- II. Formal system to monitor targets to be in place by the end of the academic year 2011-12.
- III. Formal system to cascade information to staff be in place by the end of the academic year 2011-12.
- IV. On going.

Responsibility

The Principal and SENCo have responsibility for achieving the above and cascading information to other staff.

All staff have a responsibility for their own key children.

Success criteria

All children achieve their full potential.

The need for extra support is identified early and any support needed is put in place quickly and regularly reviewed and revised.

No child within the setting is disadvantaged due to needing additional support in order to access the curriculum.

3. PHYSICAL IMPROVEMENTS TO INCREASE ACCESS TO EDUCATION AND ASSOCIATED SERVICES

- Ensuring that, given the limitations of the site, school buildings and grounds are, wherever possible, accessible to pupils with mobility, sensory and other impairments.
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils.

Purpose and benefit

To identify potential barriers to accessibility and ways that these may be overcome in order that no pupil is disadvantaged in terms of access to the school buildings, grounds or educational programme.

Current Situation

The buildings of the school are old and of a variety of styles. The buildings are on two sites with a building not owned by the school between the two sites. The main building has a step up to one entrance and gently ramped paving up to the other. A portable ramp is available for use at the entrance with the step.

In the main building the Children's House occupies the largest classroom on the ground floor, with the Toddler Community occupying the remaining three classrooms, two upstairs and one downstairs.

In the annex the access to the Cosmic Class door is via a paved ramp, access from the classroom to the courtyard is via a door from which there is a gently paved ramp to the outside area.

Office, staff toilets and staff room are located on the first floor of the main building, the layout of the buildings make it impractical to install a lift to the first floor.

A disabled toilet is located in the Children's House cloakroom area.

There is currently one child on the roll with a mild physical disability. Hand rails have been fitted to two of the toilet cubicles to help her manage her personal hygiene independently.

A 'Neo' has been purchased on the recommendation of an outside agency to provide an alternative to handwriting for the same child.

Actions

- I. Assess the access needs of pupils and their parents as soon as these have been identified. Where it is practical to make alterations to accommodate any needs of a pupil an action plan will be drawn up.
- II. Where a child or their parent has a physical disability the child will be allocated a place in a classroom on the ground floor and any parent conferences will be scheduled in a classroom on the ground floor.
- III. Where the SENCo or outside agencies identify that a pupil would benefit from specific equipment to enable the pupil to fully access the curriculum, this is to be purchased as soon as is practicable given the constraints of the school budget.

Start/ Finish

All items are on going and addressed as the needs are identified.

Responsibility

The SENCo has the responsibility for assessing needs and liaising with outside agencies.

The Principal has the responsibility for managing budgets and ensuring that the school conforms to DDA legislation.

Success criteria

Given the limitations of not having a purpose built modern building, the school buildings and grounds are accessible to all pupils and are not a barrier to them participating in the full range of school activities.

Pupils have access to appropriate educational equipment and physical aids to ensure that they have access to the full educational programme of the school.

4. IMPROVEMENTS IN ACCESS TO EMPLOYMENT

- **Ensuring that recruitment procedures provide equal opportunities.**

Purpose and benefit

That potential staff have equal opportunities in terms of recruitment, selection, training, development and promotion. The only consideration must be that the individual meets, or is likely to meet, the requirements of the post. This requirement being met, no applicant will be discriminated against on the basis of their sex, sexual orientation, race, colour, ethnic origin, nationality, disability, marital or civil partnership status, gender reassignment, pregnancy/maternity, caring or parental responsibilities, age or beliefs on matters such as religion and politics.

Current Situation

Derby Montessori School is committed to providing a learning, working and social environment in which the rights and dignity of all its members are respected, and which is free from discrimination, prejudice, intimidation and all forms of harassment including bullying.

Actions

- I. Up date and review the Equal Opportunities Policy to ensure that it continues to meet current legislation in terms of recruitment, appointment, training, appraisal, promotion and discipline of staff.

Start/ Finish

Review to be completed before the end of the academic year 2011-12 and then to be reviewed within a further 3 years or earlier in the case of new legislation being brought in.

Responsibility

The Principal and administration staff have responsibility for reviewing the current policies.

Success criteria

Applicants are appointed solely on whether or not they have the ability to do the task.

5. IMPROVEMENTS IN THE PROVISION OF INFORMATION IN A RANGE OF FORMATS FOR DISABLED PUPILS AND THEIR PARENTS OR GUARDIANS.

- **Providing for pupils, and their parents/guardians, information about the school and its curriculum in a format that takes account of disabilities.**

Purpose and benefit

To ensure that parents and guardians are fully informed.

Current Situation

Whilst all documents and policies are stored electronically these are only currently available in one simple paper format.

Actions

- I. Existing policies to be put on to the school website.
- II. Develop a questionnaire to assess the need for policies and other school documents to be produced in other formats, e.g. large print, audio format.
- III. Investigate further the use of the narrator mode on the computer to see if this can be used to create audio versions of policies and documents. Or if this is not possible, to investigate other options to create audio versions of the policies and documents.

Start/ Finish

- I. To be completed by the end of the academic year 2011-12
- II. To be in use by the end of the academic year 2013-14
- III. To be ready to implement by the end of the academic year 2013-14

Responsibility

The Principal and administration staff have responsibility for all of the above actions.

Success criteria

All parents and guardians will be fully informed and any disability will not put them at a disadvantage.