



The Pier Head Preparatory Montessori School

3 Shadwell Pier Head, Glamis Road,
Wapping, London, E1W 3TD
0207 481 0202
email: thepierheadprep@yahoo.co.uk



The Pier Head Prep School Accessibility Policy

The Pier Head Prep School Accessibility Policy and Accessibility Plan to reflect our Mission Statement which is at the heart of the ethos of The Pier Head Prep School, we seek to ensure that our commitment to inclusivity extends to accessibility for all pupils, parents, and visitors to The Pier Head Prep. The Pier Head Prep aims to treat all pupils, parents, staff, governors, visitors, and other members of the school community with respect for disabilities and the requirement of additional or adapted access. Wherever possible, we will take reasonable steps to avoid placing anyone at a substantial disadvantage. The Pier Head Prep School Accessibility Policy seeks to make specific the purpose of developing, implementing and maintaining accessibility standards for all in order to achieve accessibility for all persons with disabilities, with respect to services, facilities, employment, buildings, structures and premises.

Definitions of Disability vary, but we at The Pier Head follow the criteria set out in the 2010 Equality Act: 'a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. The Pier Head Prep School extends this definition to include 'hidden needs', which may include, for example, gender identification needs, dietary needs (allergies) and/or religious needs.

The Pier Head Prep School aims to work closely with all members of our school who require adapted or additional access, working closely with families and any relevant outside agencies as a means to remove or minimise any barriers which puts them at a disadvantage.

The Pier Head Prep School is active in promoting positive attitudes to disabled or disadvantaged people in the school, and in the planning that we undertake as a means to increase access to education for all. As part of the school's continued communication with parents, carers, pupils, and other stakeholders, we continually look at ways to improve accessibility through data collection, questionnaires and parental and pupil discussions.

The Pier Head Prep School is committed to providing a respectful, welcoming, accessible, and inclusive environment for all pupils, staff and visitors, with and without registered or identified disabilities, in a manner that is mindful and respectful to the dignity and independence of people with disabilities and in a manner which takes into account the person's disability and embodies the principles of integration and equal opportunity.

The Pier Head Prep School is committed to a barrier free environment and meeting the requirements of all existing legislation and its own policies and goals related to identifying, removing, and preventing barriers to people with disabilities that might interfere with their ability to interact with and in The Pier



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Head Prep School. The Pier Head Prep School seeks to ensure that anyone learning, working, or experiencing our school are aware of their rights and responsibilities to foster an accessible and inclusive environment for and for persons with disabilities.

Aim

The Pier Head Prep School Accessibility Policy sets out how we plan, manage and monitor access to our school as a means to make The Pier Head Prep School as accessible as possible, to as many people as possible and at as many levels as possible. As accessibility extends across many areas, this policy is therefore cross-referenced with a range of other policies.

The overarching aim of the Accessibility Policy is to ensure that students, staff, parents and visitors feel valued and recognised with regard to any hidden or visible disability, and that they are able to access all areas of our school with ease and with regard for their needs. Just as our Mission Statement demonstrates our commitment to inclusivity, and for all of our pupils to be independent learners, we are also committed to staff, pupils and visitors feeling that they are equally independent and that they will not experience frustration as a result of poor design, poor planning, poor implementation or lack of consideration. It is our intent to ensure that our accessibility adaptations are easily seen, easily used, easily available, easily understood and easily accessible. The Pier Head Prep School recognises that an accessible environment does not present barriers, and it is our commitment to be barrier free.

Areas relating to Accessibility

Physical Accessibility (links with Health and Safety Policy)

Working with the Headteacher and the Proprietor, The Pier Head Prep School Premises Manager undertakes a range of planned maintenance, repairs and building work to ensure that we are proactive in meeting the physical needs of all who visit The Pier Head Prep School. The Pier Head Prep School has just completed a major building extension which means that many aspects of our school are compliant with regard to lighting, accessibility and the most updated regulatory building codes. The Pier Head Prep School is accessible to wheelchair users and we are a nut-free school in order to ensure that anyone with a nut allergy is safe. Our Building Manager undertakes a range of works which includes but is not restricted to regular servicing of the lift to ensure access to classrooms and assemblies, a ramp accessible toilet and quiet hand dryers in toilets for pupils with SEND who have noise sensitivity. Future works are to include but are not restricted to replacing the painting on stairs with permanent luminous strips to increase visibility, upgrade the flooring across the building, install upgraded lighting to ensure all lighting is 'flicker free' to adjust for pupils and adults with epilepsy, visual stress and visual impairment and create a more free-flow entry/exit system to accommodate increased pupil numbers.



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Cognitive Accessibility

(links with our Admissions and SEND and Inclusion Policy)

As outlined in our Mission Statement, Inclusion Policy and Admission Policy

- Our commitment to ensuring that our Mission Statement is reflected in the classroom and our commitment to pupils and staff to enable them to learn, achieve and participate fully in school life.
- Refer to the adaptations for classroom support, specialist teachers, external agencies, screeners, Toe by Toe and equivalents, meetings with parents, referrals for assessments, adapted assemblies and curriculum, laptops
- Refer to adaptations for staff - laptops, pen readers, help with writing reports, software and hardware installed to support needs. adapted curriculum,

Ethical Accessibility

- Respecting and supporting ethical choices, for example veganism. Ask the kitchen how this is supported and what events, etc are available to inform.

Accessibility for the seven protected characteristics.

- Comment on the policies that refer to the 7PC's and how we ensure that this is welcomed and respected at Gatehouse.

Information Accessibility

- Web accessibility lets people with cognitive difficulties, vision impairment or those who are deaf or hard of hearing gain access to online content such as web pages, electronic documents, and multimedia.
 - This and other policies are available on the school website, and in accordance with the stated commitment to accessibility, this and other policies can be viewed in print view, standard view, and high visibility
 - Staff, parents and pupils have full access to all policies, staff handbook, code of conduct, line managers.

Accessibility Plan

Under the Equality Act 2010 The Pier Head Prep School has an Accessibility Plan linked to the Accessibility Policy. The Equality Act 2010 guides schools to ensure that they do not unlawfully discriminate against any member of the school community pupils due to sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is different from the Accessibility Policy. The purpose of the Accessibility Plan is to demonstrate how The Pier Head Prep School proactively, over a reasonable time, increases the accessibility of any person with a visible or hidden disability. Whilst the Accessibility Plan is an ongoing document, it is formally reviewed at least every two years in line with the Whole School Development Plan and must be approved by the Governing Body. The review process can be undertaken by a delegated person, a member of the Governing Body or the Head.



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Accessibility Plan

The Pier Head Prep School is committed to providing full curriculum access, values pupils, staff, parents, and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Accessibility Plan demonstrates how access is to be improved for any person with a visible or hidden disability, containing relevant and timely actions that relate to:

- Increasing and improving physical and curriculum access
- Adapting the curriculum as necessary to ensure pupil/s with a disability are able to access the same learning as pupils without a disability.

This will encompass teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improving and maintaining access to the physical environment of the school, adding specialist facilities as necessary. This may include improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats.

- Whole school training to recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

- Linked with policies, strategies and documents: - Behaviour Policy, Equality and Diversity Policy, Health & Safety Policy, SEND Policy, School Improvement Plan
Assistive Device: a technical aid, communication device or other instrument that is used to maintain or improve the functional abilities of people with disabilities. Personal assistive devices are typically devices that members and guests bring with them such as a wheelchair, walker or a personal oxygen tank that might assist in hearing, seeing, communicating, moving, breathing, remembering and/or reading. Barrier: anything that prevents a person with a



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visible or hidden disability from fully participating in all aspects of society because of their disability. This includes: a physical barrier, architectural barrier, informational or communications barrier, an attitudinal barrier, a policy, practice and procedure barrier.