

WINSTON HOUSE PREPARATORY KINDERGARTEN

Disability Policy and Plan

ACCESSIBILITY PLAN 2018-2021

Settings duties around accessibility for disabled pupils

This plan has been written to meet the requirements of the setting to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the setting to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the Setting or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This plan sets out the proposals of the setting to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA

- Increase the extent to which disabled pupils can participate in the Setting curriculum;
- Improving the environment of the Setting to increase the extent to which disabled pupils can take advantage of education and associated services.

We believe that all children are entitled to a broad, balanced and relevant curriculum. All children are encouraged to achieve their full potential and participate in both the social and academic life of our Setting. We aim to provide educational experiences that take into account the individual needs of all children and are appropriate to their level of ability. We believe education is the key to a better future for all our children and we are committed to ensuring that every child has the opportunity to achieve their full potential.

The Setting is aiming to personalise learning for all children, making education more responsive to the diverse needs of individual children and raising the achievement of the many children who are considered to have disabilities. We strongly believe that a focus on early intervention, removing barriers to learning, raising expectations, preventative work and integrated services for children, will deliver real and lasting benefits to children with disabilities and their families.

In drawing up the Accessibility Plan the Setting has set the following priorities:

- To provide safe access throughout the Setting for all Setting users, irrespective of their disability
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled pupils /people and how to provide assistance to enable them to enjoy Setting as fully as possible.

All our disabled children have full access to the curriculum and wider areas of the setting life such as the setting clubs, cultural activities and Setting visits.

Definition of Disability under the Equality Act 2010 states that a person has a disability if: 'They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities'.

This **Accessibility Plan** and the accompanying **action plan** forms part of the **Disability Equality Scheme** and sets out how the setting will improve equality of opportunity for disabled people.

The Setting's population often has children who have some kind of impairment, be it physical or mental. Some children have moderate and specific learning difficulties.

Any children in our setting who have SEN could also be defined as having a disability under the DDA. For planning purposes and for the avoidance of discrimination, it is helpful to think of more pupils with SEN being included in the definition of disability rather than fewer: it is likely that many of the pupils who have SEN and an Education Health Care Plan, will count as disabled.

However, we have found that not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have needs under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act.

We aim to meet the educational and social needs of all our children.

The majority of staff hold current first aid qualifications, with designated first aiders made aware to all staff.

Before children begin in our setting we invite families in to complete an introduction programme and for a series of visits with their children. If any child has additional needs the LA and health advisers are contacted for support and guidance. Transition meetings are held between class teachers each year and frequent reviews take place in order to thoroughly discuss children on the SEN register and those who have disabilities.

Medical forms are completed by parents and discussed with the SENCO. Where children have significant health problems, all appropriate adults are informed and photos are displayed in the staff room and kitchen. Some children have Health Care Plans which are drawn up in partnership with parents and other professionals.

Current Provision

The setting SEN policy ensures that staff identify, assess and arrange suitable support for pupils with disabilities and special educational needs. Working with the Local Authority and other professionals, the SENCO manages the Educational Health Care Plan process, ensuring additional resources are available where appropriate. Staff are highly aware by effective communication of the issues faced by our SEN pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. We are also constantly looking at ways to enhance the environment to meet the needs of all pupils.

The Setting works closely with specialist services including:

- Hearing Impaired Service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Learning Support Service and Educational Psychologist

Provision in an emergency

Children with specific physical needs have their own personal evacuation plans. Named adults are responsible for their evacuation in an emergency. We have regular evacuation practices for all children.

The Access Improvement Plan is reviewed annually by the Head. In addition it will be reviewed every 3 years by a working party following consultation with the larger Setting community, Setting council and questionnaires.

Accessibility Plan 2018-2021

Priority	Strategy / Action	Resources	Timescale	Outcomes
Make SEND information more accessible for families	Make all materials accessible on the school website, including access to range of support agencies. Improve availability of information to parents -display in school appropriate leaflets for parents to access	Contact support agencies for leaflets/information	By September 2018	Delivery of information to pupils and parents improved. Effective signposting to information / leaflets available at Children's Centre
Make available school information, newsletters etc for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested. E.g. Larger print, different languages	Support from multi-cultural service re EAL	Awareness to parents September 2018	All school information available for all who request it.
Introduce SEN structured conversations	Arrange structured conversations, to discuss SEN pupil targets, at a convenient time for parents.	Availability of staff during school day or beyond school day	Twice a year	Parents given appropriate time to discuss their pupils without time pressures.
Continuing professional development, staff training and CPD	Staff targeted for specific CPD/ training based on individual pupil needs and support they provide in class.	Training time Use of specialist professional bodies to deliver training cluster/LA & wider	Autumn 2018 INSET dedicated staff meeting time	Staff are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum.
Further curriculum development work around disability	A dedicated day on the year covering disability as part of PSHE education Review assembly programme	Appropriate materials for class use. Picture books	Autumn Term 2018	Greater increase in disability awareness throughout the school.
Training for Awareness Raising of Disability Issues	Provide training for staff, pupils and parents.	Inclusion team Support teams	Autumn term 2018	Whole school community aware of issues relating to disabilities.
All school trips and visits need to be accessible to all pupils, including residential.	Ensure venues and means of transport are vetted for suitability. Appropriate risk assessments carried out and adjustments made as necessary for safety.		Ongoing as required Monitored	All pupils are able to access all school trips and take part in a range of activities.
Appropriate use of specialised equipment to benefit individual pupils and staff	Ongoing review of needs of specialist equipment E.g. for ADHD, physical needs , visually or hearing impaired	Any identified staff resources	As and when required. Recommendations from assessments.	Pupils supported to make progress. Remove barriers to learning Staff feel suitably equipped to support learning.
Increase site access to meet diverse needs of pupils, staff, parents and community users.	Review all evacuation plans Monitor signage of evacuation procedures, internet safety, fire drill and other H&S procedures and policies. All relevant policies up to date available	Internet safety staff training		Staff secure in knowledge of all H&S procedures and fire evacuation
Ensure all policies consider the implications of disability access	Analyse impact of behaviour policy, class expectations, anti-bullying policy, education visits, and health provision in relation to pupils with disabilities. SLT to review policies		Consultation with School council & pupils when reviewing policies.	Pupil voice listened to and acted upon.