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| Caverstede Early Years Centre **Accessibility Plan 2016 – 2019**Statutory policy – to be reviewed every 3 years |
| Last Reviewed: 2016 |  **Review Due: 2019** |

**Purpose of the Plan**

The purpose of this plan is to show how Caverstede Early Years Centre intends, over time, to increase the accessibility of our school for disabled users.

**Definition of Disability**

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

**Legal background**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, paragraph 3 relating to Disability, of the Equality Act 2010. The effect of the law is that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation”. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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

* Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
* Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
* Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe).

**Contextual Information**

The school is a one storey building which has disabled toilets. Wheelchair access is available into the main entrance and from the car park. There is disabled parking on site. All areas of the school grounds are accessible to wheelchair users. At present we have wheelchair dependent children and we have some parent/carers with mobility impairments.

**The current range of disabilities within Caverstede Early Years Centre**

We recognise different forms of disability and involve specialist teams where necessary i.e. Visual Impaired Team, Sensory Support Team, Autism Team. We have access to the School Nurse team to provide support and training where necessary.

The school has children with a range of disabilities which include moderate, profound and multiple difficulties. When children enter school with specific disabilities, the school contacts the Local Authority [LA] professionals for assessments, support and guidance for the school and parents.

We have a number of children who have medical conditions i.e. asthma and all contact staff are aware of these children.

We have competent First Aiders and Paediatric First Aiders who hold current First Aid certificates. All medication is kept in either a designated cupboard in the class bathroom or refrigerated medication in the fridge in the main office, providing easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the medication, amount and time of medication. All medication that is given is recorded and witnessed. For further guidance and information, please refer to our Medicines Policy.

**Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. Within our inclusive classes we aim to meet every child’s needs. The needs of each child/family are considered and we then take an individual approach to support their access to the Centre from staff and all professionals involved.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

**Improving access to the physical environment of the school**

We have a wide range of equipment and resources available for daily use. We keep resource provision under constant review. Resources will be provided, where possible, when a pupil’s specific needs are known.

We work closely with the Physiotherapy and Occupational Health teams to provide support and resources as required.

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| Target | Strategies | Time-scale | Responsibility | outcome |
| **Equality and Inclusion** |
| To ensure that the Accessibility Plan becomes an annual agenda item at Full Governing Body Meetings. | Clerk to Governors to add to list for Full Governing Body meetings. | Annually | Clerk | Adherence to legislation. |
| To improve staff awareness of disability issues. | Review staff training needs. Provide training for members of the school community as appropriate. | On-going | Core Team | Appropriate school community aware of issues. |
| To ensure that all policies consider the implications of disability access. | Consider as appropriate during review of policies. | On-going | Core Team/Governors | Policies reflect current legislation. |
| **Curriculum** |
| Ensure classroom support staff have specific training on medical procedures | Be aware of staff training needsStaff access appropriate CPD | Asrequired | Assistant SENCO/Classroom SENCOs | Raised confidence of support staff |
| Ensure all staff are aware of disabled children’s curriculum access | Individual healthcare plans are put in place for disabled pupils when requiredInformation sharing with all agencies involved with child | On-going | Assistant SENCO/Classroom SENCOs | All staff aware of individuals needs |
| Resources are available, appropriate and accessible  | Resources are sourced and purchased with all abilities and stages of development considered.Experiences are adapted to ensure access – resources taken to the child | On-going | Senior Teacher/Assistant SENCO | Where possible all children have access to resources |
| Specialist resources | Visual timetables used with classroomsSymbols and signing used in the Centre | On-going | Assistant SENCO | All children have equal access to the curriculum |
| Use ICT software to support learning | Make sure software is installed where needed | As required | Teacher with responsibility for ICT/ Admin | Wider use of SEN resources in classrooms |
| All children have opportunities to access educational visits  | Ensure each new venue is vetted for appropriateness (Educational Visits risk assessments)Individual Risk Assessments may be completed to support children to access visits | As required | Educational Visits Coordinator [EVC]  | All pupils in school able to access educational visits and take part in a range of activities |
| Review woodland garden to ensure Woodland Days are accessible to all | Environmental Verbal Risk Assessment completed prior / during activity | As required | Senior Teacher/Teachers | All to have access to woodland garden and able to participate in Forest Schools activities |
| **Physical environment** |
| To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school’s physical environment for all. | Audit of accessibility of school buildings and grounds during Health & Safety [H&S] site tour. * access to doorbell
* opening doors
* coded access
* fob access
 | As required | Head / H&S Chair / H&S team / H&S Governor | Modifications will be made to the school building to improve access. |
| Layout of school to allow access for all pupils to all areas | Consider needs of disabled pupils, parents/carers or visitors when considering any redesign | As required | Head/ Governors/ Property Surveyor | Re-designed buildings are usable by all |
| Ensure access to reception area to all | Consider access to reception area during any re-design | As required | Head/ Governors/ Property Surveyor | Disabled parents/carers/ visitors feel welcome |
| Improve signage and external access for visually impaired people | Posts in yellow | On going | Head/Assistant SENCO | Visually impaired people feel safe in school grounds |
| Ensure all disabled pupils can be safely evacuated | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficultiesDevelop a system to ensure all staff are aware of their responsibilities | As requiredEach Sept | H&S team/Assistant SENCO | All disabled pupils and staff working alongside are safe in the event of a fire |
| Ensure accessibility of access to IT equipment | Alternative equipment in place to ensure access to all hardware Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils | On-going and as requiredSoftware may be required | Teacher with responsibility for ICT/ Assistant SENCO | Hardware and software available to meet the needs of children as appropriate |
| All fire escape routes are suitable for all | Make sure all areas of school can have wheelchair accessExit routes visual check | On-going and as required/ as appropriate | Centre Team | All disabled staff, pupils and visitors able to exit safely |
| **Written information** |
| Review information to parents/carers to ensure it is accessible. | Provide information and letters in clear print in “simple” English and coloured paper as requiredAdmin team will support and help parents to access information and complete school formsEnsure website and all document accessible via the school website can be accessed by the visually impaired. | During admissions processOn-goingOn-going | Head/Admin teamAdmin teamAdmin team | All parents receive information in a form that they can accessAll parents understand what are the headlines of the school information |
| Improve the delivery of information in writing in an appropriate format | Provide suitably enlarged, clear print on suitable coloured paper for individuals with a visual impairment | As required | Admin team | Excellent communication |
| Languages other than English to be visible in school | Welcome signs to be multi-lingual | As required | Core Team/ Teachers | Confidence of parents to access their child’s education |
| Information to be accessible to the deaf community  | Written information is supported through British Sign Language [BSL] | As required | Core Team | Members of our deaf community are able to access school information |
| Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information | Ensure website is fully compliant with requirement for access by person with visual impairment.Ensure Parent Handbook is available via the school website. | As required | Office | All can access information about the school |

The Accessibility Plan should be read in conjunction with but not limited to the following policies, strategies and documents;

Equal Opportunities and Diversity

Health & Safety Policy

Supporting Children at School with Medical Conditions

Medicines Policy

Special Educational Needs Policy

Positive Behaviour Policy

Learning Through Play/ Learning & Development Policy

 Educational Visits Policy

Centre Development Plan

Parent Handbook and Vision Statement

 Forest Skills Handbook