



Cruddas Park Early years Centre

Accessibility plan - 2018 -2021

Introduction

This plan identifies the ongoing actions of the staff and Governing Body to increase access to education for disabled pupils in the following areas and in accordance with Department for Education guidelines:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Vision and values

At Cruddas Park Early Years Centre we are committed to providing a fully accessible environment and curriculum which values and includes all children. This will enable them to achieve their potential regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities that we provide.

We recognise the individual needs of all of our children and aim to maximise everyone's potential. All staff share these responsibilities. The Head Teacher and SENCO has the responsibility for inclusion.

Information

A small number of children start Nursery with identified special educational needs. Needs vary and can include Autism, hearing impairment, visual impairment and medical needs. In addition, a high proportion of children start nursery with delayed speech, language and communication. Our emphasis during children's time at nursery is on early identification, intervention and support.

Curriculum

Our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and progress.

The following good practice is in place at Cruddas Park Early Years Centre:

- A Key worker system ensures good communication between Home and School
- Staff trained to support a wide variety of special needs eg Hearing and visual impairment, Speech and Language (Makaton, Visual timetables) medical needs such as diabetes.
- Regular home school liaison
- Differentiated curriculum to enable all pupils to feel secure and make good progress
- Comprehensive tracking systems and data analysis
- Secure procedures for the identification and support of pupils with Special Educational Needs and Disabilities
- Detailed pupil information shared with relevant staff during regular weekly meetings in order to support pupils
- Strong links with outside agencies
- Teaching including a range of strategies to support different learning styles.
- All pupils are encouraged to take part in the full Early Years curriculum.
- Staff consider needs of disabled pupils when planning educational visits and check accessibility of environment/venues, as appropriate

Physical Environment:

The main entrance of the school is fully accessible by wheelchair. The ground floor interior of the building has a fully accessible thoroughfare. The basement floor, where Thomas Bewick @ Cruddas Park is situated, can be accessed by wheelchair by using the internal to external ramp leading from the ground floor Drop-in. Once inside, the basement is a fully accessible thoroughfare. There is one disabled toilet facility situated in the Drop-in area. Access for nursery children to the rear outdoor play area is via steps which are demarcated with yellow paint or via the internal to external ramp (used daily by Playgroup children), leading from the Playgroup area, giving direct access to the garden and basement floor of the school. Fire and wheelchair friendly doors are fitted to the main entrance of the school and the Drop-in.

The following good practice is in place at Cruddas Park Early Years Centre:

- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and assembly points are located around the perimeter fence of the building.
- Personal evacuation plans are in place for identified children with disability needs.
- Furniture and equipment are selected as standard, age related as appropriate.
- Consideration is given to the appropriate colour schemes when refurbishing to benefit pupils with visual impairments.
- Installation of window blinds in all main classrooms.
- Regular evaluation of the school site for accessibility by the SMT and governors responsible for finance and premises.

Information:

The school makes good use of the skills of external agencies to support pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

The following good practice is in place at Cruddas Park Early Years Centre:

- Translators would be brought in when required to ensure that all parents have good access to information.
- A mobile texting service is provided to support good communication between home and school.
- Information for pupils in school is given in various formats when necessary including the use of simplified language and diagrams, ICT and oral reinforcement.
- Practitioners are available at the beginning and end of the day to talk to parents whenever required.

Management and Implementation:

We share a whole school approach to meeting the requirements outlined in our accessibility plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process and will also be reviewed when pupils with additional specific needs enroll at our school. The evidence used to aid reviews of the plan will include:

- SEN register
- Monitoring feedback re the provision for the children
- Data tracking
- Attendance data
- IPP/ statement reviews transferring to EHCP(Education and Health Care Plans)

- External agency reports and input
- Government and LA policies and initiatives
- Building inspection reports

Publication of the plan

The plan will be available on request from the school and published on the school website.

TERM	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short	Availability of written material in alternative formats	The school makes itself aware of the services available through the LA for converting written information into alternative formats.	If needed, the school can provide written information in alternative formats.	Ongoing	Delivery of information to disabled pupils/parents improved.
Short	Up to date information regarding disability of pupils.	School to review the information requested on pupil application forms.	School able to respond to needs of pupils and make provision for them.	Ongoing	School response to needs of all pupils.
Short	Share information with parents in a variety of different formats	Facebook page set up and developed over time to show examples of ongoing activities throughout Nursery and Playgroup.	Parents are better informed of children's responses to the curriculum and new and developing facilities.	Ongoing	
Short	Improved access to the outdoor area	Regular painting of steps to outdoor area	Continued improved accessibility to the outdoor area for children with visual impairment and difficulties with mobility	Ongoing	
Short	Maintain safe outdoor environment and access for all in garden – remove possible slip hazards	Continued maintenance of 'wet pore' play surface using pressure washer	Elimination of possible slip hazards	Ongoing	

	caused by moss and algae on 'wet pore' surfaces				
Long	Continued improvement of access for wheelchair users moving in and out of the main reception area	Install automatically opening doors	Increased accessibility to the building	When funding is available	
Long	Improved toilet facilities to basement level of building which houses new Art studio.	Reconfigure basement level toilets	Improved accessibility to basement toilets for all children	When funding is available	
Reference	http://www.legislation.gov.uk/ukpga/2010/15/schedule/10				

Review Date	Changes made	By whom	Date Shared
December 2018 Next review Dec '21	December 2018	Karen Collins Chair of Governors	Dec 2018-shared and ratified with GB 12/12/2018