



Accessibility Policy

Ethos

At Norcot Early Years Centre we believe that all children have the right to be treated with equal respect and dignity, regardless of any disabilities or needs that they might have. We recognise the need to make the Centre accessible to all families who would make use of its facilities, and we strive to be a setting that engenders a keen desire to learn within all of our children.

Aims

- To make appropriate provision for disabled children and their families
- To create an environment in which all children have equal opportunities to learn and develop and are inspired to learn
- To remove any barriers that might adversely affect a child's access to and interaction with the Centre

Responsibilities of Governors

- To agree this policy and review it on a regular basis
- To monitor and support the implementation of this policy

Responsibilities of Head of Centre

- To ensure that staff are aware of this policy and implement it consistently
- To ensure that all children across the Centre enjoy equal access to the Centre's curriculum, facilities, services and activities
- To ensure that parents are aware of their roles and responsibilities regarding Accessibility
- To investigate any reported breaches of this policy

Responsibilities of Staff

- To be familiar with and follow this policy at all times
- To treat all children in their care equally
- To ensure that each child has equal access to the Centre's curriculum and facilities
- To report any incidents they observe whereby this policy is not adhered to in full

Responsibilities of Parents

- To inform staff of any additional needs their child may have which might restrict their access to the curriculum
- To work with staff in providing any additional support their child may require to access the curriculum on an equal basis with other children at the Centre

Criteria for Success

- The Centre demonstrates that all its children are treated equally
- All possible measures are in place to enable disabled/special needs children to take a full and active part in their education
- The content of this Policy remains pertinent and in line with current legal requirements

Associated Policies

- Inclusion
- Admissions
- Assessment & PPA Policy
- Attendance
- Behaviour management
- Confidentiality
- Equalities, Diversity & Inclusion
- Fire Safety
- Food, Drink & Healthy Eating
- Health & Safety
- Illness & Injuries
- Medication Administration
- Off-site Activities
- Physical movement of Children Within the Centre
- Safeguarding
- SEND
- Teaching & Learning
- Working With Parents

Policy Agreed: November 2018

Policy to be Reviewed: Annually

Appendix 1 -- Procedures

Physical Environment

The physical environment of the nursery has been assessed and SENDA priorities identified.

The Centre has set the following overall priorities for improving the physical environment:

- To ensure that all buildings have disabled access
- To consider alternative spaces for activities which would ordinarily take place in the gallery area
- To ensure that all steps have marked edges in white or yellow
- To improve access to outdoor play areas

Curriculum

The Centre follows the Early Years Foundation Stage (EYFS) Curriculum and differentiates the delivery of the curriculum to meet the individual learning needs of all children. There is a Key Person system in place. The Key Person acts as mentor and supporter to the children in their groups. Children access the curriculum by learning through play as explained in the Teaching & Learning Policy. The SENDCo oversees the planning for any children with Special Educational Needs and/or disabilities.

Children with a Special Educational Needs and/or disability have their learning planned by these Key people and implemented by all staff.

The Centre has set the following overall priorities for increasing curriculum access:

- To develop the skills and knowledge of all staff using quality training opportunities

Communication

Centre staff communicate with children primarily through Speaking and Listening. Children who find this means of communication challenging could be supported through the staff's knowledge of the Makaton Signing system and the support of Visual Timetables.

Staff follow advice from SLT to implement a structural communication method for individual children that meets those children's learning needs.

The Centre has set the following priorities for the development of communication and information/data dissemination to support the school's accessibility plan:

- To use Visual Timetables as a strategy within the Centre

Management, coordination and implementation

- The Head of Centre, SENDCo and Key Person(s) review the current needs of children attending the Centre.
- Families are supported effectively through the “children’s single point of access” system and the Centre’s Family Worker.
- Potential future needs are acknowledged and provision is made to meet these needs wherever possible

Appendix 2

<p style="text-align: center;">Norcot Early Years Centre</p> <p style="text-align: center;">Accessibility Action Plan</p> <p style="text-align: center;">November 2018-November 2019</p>						
Objective	Action	Lead Person	Timescale	Resources	Monitoring and Evaluation	Success Criteria
To share the plan with staff & governors and to review the plan annually		Head of Centre	2018-2019	Staff are given the time to discuss the plan	Governors	Plan is known to all staff & governors and reviewed annually
To consistently use Visual Timetables as a strategy within the Centre	Staff use visual timetables as a resource in the Centre as and when they are needed	SENDCo	2018-2019	Time	Head and Governors	Visual timetables are used as a strategy to support learning in the Centre
The Centre is better placed to meet the current and potential needs of children	To engage with professionals, such as CAT, health visitors, social services to improve access to support services. To use the “Children’s single point of access” effectively	SENDCo	2018-2019	Time Training costs	Head of Centre and Governing Body	Staff are appropriately trained to meet the current and potential future needs of children Resources are current and up to date and easily accessible to all

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The Centre meets the needs of children who join the centre below their age expected attainment in communication and language.	Use of appropriate support materials to ensure children can access the full curriculum	SENDCo	2018-2019	Training	Head of Centre and Governors.	Children make progress in communication and language.
Families that have children with SEND are made aware of all the support services that are available to them.	SENDCo to sign-post families to family worker and support agencies. SENDCo to support settings in the reach area.	SENDCo and Family Worker	2018-19	Family worker time	Head of Centre and Governors.	Parents report the wide range of services that are making a positive impact on their lives.
Children can access all areas of the curriculum regardless of where it normally takes place	Staff to assess whether the space they are going to use is appropriate for all the children	All staff	2018-19	Money to adapt areas if required.	Head of Centre and Governors.	Children are accessing learning fully
Physical aspects of the Centre which are a barrier to learning are removed or adapted	Physical barriers are assessed and dealt with appropriately	Site officer	2018-19	Money to adapt areas if required	Head of Centre and governors	Children are accessing learning fully