

Accessibility Plan

**Reviewed: January 2024**

**Next Review Due: January 2025**

**St Petroc’s School**

**Early Years – Accessibility Access Plan**

**January 2024 to January 2025**

# INTRODUCTION

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This was reinforced by Schedule 10 of the 2010 Equality Act. Since September 2002, the St Petroc’s School Board has had three key duties towards disabled children, under Part 4 of the DDA:

* Not to treat disabled children less favourably for a reason related to their disability;
* To make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage;
* To plan to increase access to education for disabled children.

This plan sets out the proposals of the St Petroc’s Board to increase access to education for disabled children in the three areas required by the planning duties in the DDA:

* Increasing the extent to which disabled children can participate in the Early Years Curriculum;
* Improving the environment of the Early Years to increase the extent to which disabled children can take advantage of education and associated services;
* Improving the delivery to disabled children of information, which is provided in writing for children who are not disabled.

It is a requirement that the Early Year’s Accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the Early Years will address the priorities identified in the plan.

# SECTION 1 – BACKGROUND 1A. Definition of Disability

The DDA describes a disability as a physical or mental impairment which has a substantial and long- term adverse effect upon the ability to carry out normal day to day activities. Impairments include sensory impairments such as those affecting sight or hearing, communication disorders and learning difficulties.

People who have a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well recognised are included. Many of the children who have Educational Health Care Plans fall within the terms of the DDA and the definition also includes other children who do not have statements.

# 1B. St Petroc’s Early Years Vision and Values

St Petroc’s Early Years endeavours to ensure that all its children and potential children are able to derive benefit from the full academic and extra- curricular programme of Early Years.

Staff seek to create an educational partnership with children and their parents. They support all children in their learning, and endeavour to remove any barriers to that learning as well as to avoid anything that could deprive or exclude a child from an activity.

Considerations are made on a case by case basis, taking into account both the variety of EHCP needs and some geographical factors around the St Petroc’s Early Years site.

**SECTION 2 – MAIN PRIORITIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement** | **Supporting** | **Action** | **Time** | **Outcome** |
| Ongoing improvement of classroom facilities. | Disabled access to curriculum | Appropriate chairs/desks/doors Wifi Access. Use of laptops. | Annual Review | Ongoing |
| Review of  Equal Opportunities Policy | All Children | Policy review and updated | Annual Review | Policy up to date |
| Improve  identification of children with barriers to learning within the Early Years | Children with  Specific needs | Consult with  staff to gain accurate assessments and feedback on  individual children. | Annual Review | Ongoing :  Staff to be aware of specific barriers to learning for  individual children via EHCPs |
| Disability equality  included in the PSHE  Curriculum | All Children | Include in delivery of PSHE | Annual Review | Children have a greater understanding of disability issues |
| Develop a range of learning resources that are accessible for children with different disabilities. | Children with specific learning needs | Early Years Manager to review resources in their curriculum area. | Annual Review | Children with disabilities have increased access to curriculum materials when  the pupil roll dictates |

**2B. Improving the physical environment of the Early Years to increase the extent to which disabled children can take best advantage of education and associated services:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement** | **Supporting** | **Action** | **Time** | **Outcome** |
| Continue to ensure all fire procedures take account of the needs of children with  disabilities | All children and visitors to the Early Years | Early Years Manager | As highlighted through transitions, previous shared information and fire drills. | A recognised set of procedures for ALL children and visitors that ensure safety. |
| Ensure where possible and reasonable that physically disabled childern and visitors can negotiate around the Early Years site, especially entry points, corridors and teaching areas. | All children and visitors to the Early Years | Early Years Manager | As highlighted through transitions, previous shared information and fire drills. | A recognised set of procedures for ALL children and visitors that ensure safety. |
| Ensure there are adequate toilet and changing room facilities suitable for disabled children | All disabled children and visitors | Early Years Manager | Review annually. | The Early Years provides  appropriate  facilities for the needs of disabled childrem, e.g. accessible toilet located in Dolphins |
| Increased provision of ramps and wide doors. | All disabled children and visitors | Early Years Manager | Review annually | Increased access to Early Years facilities. |
| Specified disabled parking outside main building and main carpark. | Any disabled visitor or  member of staff/student | Early Years Manager | Ongoing and in response to any specific needs and  diagnosis  Space identified and sign displayed | Space provided for disabled parking  6 |

**2C. Improving the delivery to disabled children of information that is provided in writing for children who are not disabled.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement** | **Supporting** | **Action** | **Time** | **Outcome** |
| Make information available more accessible to children with disabilities | All children and Parents with disabilities | Most appropriate method of delivering information to particular children e.g. children with Asperger syndrome or autism, children with dyslexia, childen who are visually impaired or with impaired hearing or other identifiable  Disability. | Ongoing and in response to any specific needs and  diagnosis | Children with disabilities have greater access to information. The Early Years is able to respond quickly to requests for information in alternative formats |
| Make information available to parents of children with a disability or parents with a disability themselves, including provision for those with EAL  considerations | Parental knowledge of their child’s progress and attainment. Academic and  social | Early Years Manager to discuss with parents their preferred method of receiving information about their children.  Improved website  including provision for those with EAL considerations | Ongoing and in response to specific  requests | Parents have greater access to information about  their children |

7