

General Safeguarding and Welfare Requirement: Equal opportunities

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.



Accessibility Plan

Reviewed June 2020

Aims:

- To provide for and ensure full access to the curriculum for all pupils
- To ensure dissemination of all relevant policies and practices
- To provide for and ensure full access to the preschool building.

Mission Statement

We have a commitment to providing a secure, happy and caring environment, which meets the needs of all the children – intellectual, physical, emotional, spiritual, social and cultural.

By working in close partnership with Parents and/or other carers we aim to nurture the development of trust, respect, confidence, self-esteem and the desire to learn. We provide quality-learning experiences with the expectation that all will have the opportunity to achieve their full potential.

This document should be read in conjunction with all the relevant policies within the preschool, but specifically:-

Policies for Inclusion: Supporting Children with Special Educational Needs and Disabilities & Valuing Diversity and Promoting Equality.

Policy for Safeguarding Children

Policy for Retention and Employment

The committee and Staff of The Kennford Playbox is committed to a fully inclusive policy and strive to ensure that any necessary changes to the environment, procedures and practices are implemented whenever and wherever practical to ensure the full inclusion of an individual with Special Needs.

Physical Access to the Building

The Preschool is a one storey building situated on an accessible site with parking facilities close to the main entrance.

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There is one main entrance to the preschool. This is ramped, giving easy access for disabled and/or wheelchair-bound people

The rear access is not ramped...access to the playground beyond can be obtained through a wooden gate accessed from the bottom of the main door ramp.

Within the Building

Within the building, there is free access to all areas. Furniture can easily be adjusted to ensure that there is sufficient space for a disabled member of staff or parent/carer, to move freely between tables and activities.

If a wheelchair-bound child were to be admitted to the preschool, we would ensure that there was sufficient specialized furniture and /or equipment to meet that individual's needs (funding notwithstanding)

Every effort would be made to work with external agencies and specialist advisors to support full inclusion.

Toilet Facilities

The Kennford Playbox has one adult disabled toilet that is fitted with support bars. There is adequate room to allow for a wheelchair to be manoeuvred in and out without assistance. Assistance will be made available to any child using these facilities to aid their full inclusion.

Children are able to access small toilets independently (or with support if required re: age/ability)

A changing table has now been installed to allow children to be changed in comfort. Steps have been supplied so that children can climb to the top (under adult supervision). This ensures that staff can change children without needing to lift them into position.

It may be necessary to risk assess a child who has multi-requirements in order that staff meet their needs whilst maintaining safe practises, for instance minimising lifting.

Office/Rest Area.

The office is on the same level as the main teaching area allowing access to a wheelchair user. Furniture could be rearranged as necessary to ensure that everyone that needs access to the office or rest area is able to do so.

Access to the Curriculum

(see policy for Special Educational Needs and Disability)

We have a firm commitment throughout the preschool to meet individual learning needs. For the majority of our children this is provided within current practises and stratagems where individual targets are worked towards.

Extra provision can be made for individuals on Early Action or Early Action Plus on an individual needs-assessed basis. We would work with parents/carers and/or outside agencies and professionals to ensure that everyone's needs are met to the best of our abilities.

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2-year olds

We committed in ensuring that all areas are accessible to all children and reflect their ages and abilities. As we update equipment we give thought about providing activities that are low-level e.g. sand in a floor tray and/or meet the needs of younger children that are increasingly accessing the setting.

We do our utmost to ensure that little children are able to access equipment safely. All 2 year olds are visually risk assessed to ensure that they are able to:

- Independently negotiate the gross motor equipment & playground steps (galleon climbing frame and balance) safely.
 - *Hands-on, support is given until young children have mastered the skills required to use the equipment safely. Thereafter, we continue to monitor children's use closely*
- Put small items in their mouths
 - *We minimise the small items that are accessible; provide direct adult supervision when smaller items (like marbles) are in use. Thereafter, we continue to monitor children's use closely*
- We continue to risk assess, reviewing assessments after each accident to ensure that children are kept as safe as possible, whilst also supported to take risks.

Visual Impairment

(see Policy for Special Needs)

Facilities are available within the preschool to enlarge print size as required. There is sufficient space to ensure that children can be seated near to whiteboards; books etc. as necessitated by the disability.

White lines outlining the edge of steps can be repainted on an annual basis or as required before the admission of a child with visual impairments

It may be necessary to risk assess different individuals to ensure that they are able to access different areas of the setting safely, and support given where required.

We would work with parents/carers and/or outside agencies and professionals to ensure that everyone's needs are met to the best of our abilities.

Hearing Impairment

(see Policy for Special Educational Needs)

Hearing impairment is common in young children, especially during the winter (cold-ridden) winter months. Provision is made for children within the setting to ensure as full access to the curriculum as possible is made (e.g. sitting children in front of the speaker) We would work with parents/carers and/or outside agencies and professionals to ensure that everyone's needs are met to the best of our abilities.

Setting adults have attended training that enables them to use sign supporting language use and development.

- This is particularly beneficial to young children with delayed communication skills.

Allergies

(see Policies for Health & Safety/Food)

Children may arrive with/develop an allergy to certain food (milk/nuts/fruit/wheat), materials: natural/manmade (nuts/cones/soap/sun-cream); animal (fur/dog/cat). Individuals may require risk assessment if they have multi-allergies. If possible we will discourage low level consumables (nuts/kiwi) from the setting to minimise contact.

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We will also access training to ensure that we can use medications safely – this includes inhalers & epi pens.

- *Note: The insurance company has to be notified each time a child prescribed with invasive medications is admitted to the preschool. Confirmation from a doctor has to be sought. Training has to have been accessed; medication secured and Long Term Medication, risk assessment and Care Plan completed before the insurance company will indemnify the individual concerned.*
- *A child's space may need to be temporarily withdrawn, following an allergy diagnosis requiring invasive medications, until the above steps have been completed & confirmation from the insurance company is received.*

Spectrum Disorders

(see Policy for Special Educational Needs and Disabilities)

Staff are able to access training to aid them in the identification of children with SEND. Further advice can be sought from the preschool advisory staff (currently employed by Babcock) Staff will be encouraged to keep up-to-date with current practises, and who to access, should a child with a possible learning deficit be identified and outside help quickly sought.

Staff will use Sign Language and pictures to aid communication with these children.

Children & their families, with English as an Additional Language (EAL)

(See Policy for Equality of Opportunity)

Staff will be encouraged to keep up-to-date with current practises, and who to access, should a child (and Parent(s)) arrive with English as an additional language. Every effort will be made to include these children in the preschool including using other methods of communication (Sign and Pictorial) to aid communication.

Every effort will be made in order to try to obtain books and other information in a format that can be accessed by parents/carers and their child, as needed.

We endeavour to ensure that our equipment reflects the diversity of the world in a positive way and include examples of children from different nationalities; faiths; disabilities; and different places of the world.

Review Arrangements.

This policy will be reviewed annually, updated in line with any new legislation/guidance.

Michele Berry is responsible for monitoring whether practice reflects the policy. Members of the committee, comprising parents/carers of children attending the group, will review the policy as part of the regular cycle of reviews of policies.

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Adoption and Review

This policy was reviewed by	Kennford Playbox	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	June 2022	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	Marie MacFarlane	
Role of signatory (e.g. chair, director or owner)	Chairperson	