

GREENBANK PRE-SCHOOL ACCESSIBILITY POLICY 2010

This Accessibility Policy for Greenbank Pre-school has been prepared with reference to the *Education (Disability Strategies and Pupil's Educational Records) (Scotland) Act 2002*. The Act requires education providers to prepare and implement accessibility strategies to improve access to education for children and prospective children with disabilities. "Access" refers to the physical environment as well as access to the curriculum and communication.

The Act became effective from September 2002 and applied the principles of the *Disability Discrimination Act 1995* and the *Disability and Special Educational Needs Act (2001)* to the specific context of education in Scotland. In essence it seeks to promote equal treatment and prevent discrimination against children with a disability. This Policy is also informed by the pre-school's *SQIP and the Equal Opportunities Policy* and is inline with the ethos of Curriculum for Excellence.

This Policy has been developed against the background of the Pre-school's existing commitment to equality. We welcome all children and work hard at meeting their individual needs.

We see consultation with parents and other professionals as a continuing priority in taking forward the policy and the process of maintaining the climate for an ethos of equality and fairness across the Pre-school.

The Policy includes consideration of the full range of disabilities addressed by the DDA within the context of the legislative framework for as follows:

- Physical disabilities/motor impairment
- Communication difficulties (including specific language impairments and autistic spectrum disorders)
- Hearing impairments
- Visual impairments
- Cognitive learning difficulties
- Social, emotional and behavioural difficulties

The Policy will ensure that the needs of children with disabilities are fully addressed. Our approach also takes into account issues and discrimination with regard to children's gender, race/ethnicity, religion or any other characteristic.

We consider 3 broad aspects of accessibility:

- The curriculum;
- The physical environment; and
- Information and communication

The following gives an indication of what we do to translate our policy into practice within the framework of Curriculum for Excellence.

We are following Curriculum for Excellence which in itself is inclusive. Within its guidelines we strive to select materials and opportunities for learning which reflect the diversity of people and teach the children to respect all equally.

We are committed to

- The on-going use of effective forward plans
- Regular completion with the child of each child's Personal learning Plan and discussion of it with the parents
- Enhanced IEPs being created in conjunction with other professionals when appropriate.
- Parents being invited to all annual reviews of children and have daily informal contact with staff as required
- Working closely with the Local Authority and parents if Deferment is being considered
- The development of a continuing professional development programme for all staff
- Staffing levels to match and, in some cases, exceed national guidelines, especially where there is an identified need.
- Special resource funds usually being available for a child who needs additional teaching materials.
- We have identified support for helping parents who need communication support.

In cooperation with Greenbank Parish Church which owns the property in which we are accommodated we

- Create and maintain a welcoming safe environment for children, parents and visitors
- We have use of 2 disability accessible toilets
- We have lift access to the pre-school
- We have ramped access to the building

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