

# Greenbank Pre School

## Accessibility Policy



### **Greenbank Pre School**

Edinburgh Greenbank Parish Church of Scotland  
Braidburn Terrace  
Edinburgh EH10 6ES

*SPPA Registration No: 0923*

*Charity No SCO11325*

## ACCESSIBILITY POLICY 2015

This Accessibility Policy for Greenbank Pre School has been prepared with particular reference to Education (Scotland) Acts of 2002, 2004 and 2009. The *Education (Disability Strategies and Pupil's Educational Records) (Scotland) Act 2002* 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 2002 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 in line with the ethos of Curriculum for Excellence.

*The Education (Additional Support for Learning) Scotland Acts of 2004 and 2009.* The Education (Additional Support for Learning) (Scotland) Act 2004 provided a framework for local authorities and other agencies to support all children. It came into force in November 2005 and its main provisions introduced:

- establishing the concept of additional support needs
- placing new duties on local authorities and other agencies
- setting out rights for parents
- establishing mechanisms for resolving differences for families and authorities, mediation, dispute resolution
- establishing the Additional Support Needs Tribunals Scotland.

The 2009 Act was passed by the Scottish Parliament on 20 May 2009 and came into force on 14 November 2009. The amendments relate, among other things, to

- the rights of parents to make out of area placing requests
- following a successful out of area placing request parental access to mediation and dispute resolution from the host authority
- increased parental rights in respect of access to the Additional Support Needs Tribunals for Scotland (ASNTS)
- the provision of a new ASNTS national advocacy service.

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 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
- Children's plans being created in conjunction with other professionals when appropriate.
- Parents being invited to all bi annual reviews and have daily informal contact with staff as required
- Working closely with the Local Authority and parents if delayed entry to school 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

## Curriculum for excellence

The path most children and young people are expected to follow through the levels reflects the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

Bilingual learners are those who function in more than one language in daily life. The term 'bilingual' emphasises that learners already have one language and that English is a second or additional language.

It is necessary to provide support beyond the learner's acquisition of social fluency to ensure meaningful access to the whole curriculum, to enable learning, achievement and social and personal development

- In what ways are linguistic and cultural diversity visibly celebrated in your setting? (see Care Inspectorate Standards at [www.careinspectorate.com](http://www.careinspectorate.com))
- How effectively do you communicate with EAL parents in a creative way, to make them feel welcome and part of the school community?
- How do you provide appropriate and exciting contexts for learning?
- In what ways do you ensure that pupils and parents are partners in the learning process?

This paper provides additional advice about our updated expectations in relation to QI 5.1 (*The curriculum*) and QI 5.9 (*Improvement through self-evaluation*). It replaces the illustrations of 'very good' for these QIs in *HGIOS3 and CATC* to reflect developing best practice and national expectations of progress in implementing aspects of CfE, and provides some minor adjustment of expectations from August 2014, in line with the CfE National Implementation Plan priorities for 2014-15. This includes ensuring manageable approaches to assessment and that planning, tracking, recording and reporting are not overly bureaucratic, in line with the *Report of Ministerial Working Group on Tackling Bureaucracy*, published in November 2013. References and links are also included to key themes for improving teacher professional learning, as recommended in *Teaching Scotland's Future*. In early learning and childcare settings for 3-5 year-olds and primary schools, this includes providing coherent and progressive learning experiences in each curriculum area. Learning within an interdisciplinary context, ethos and life of the school and opportunities for wider achievements need to be well considered to ensure they provide coherence and progression in learning

The curriculum is based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice for all learners. Staff and partners are further developing the curriculum to ensure coherence and progression in learning using the experiences and outcomes (Es and Os) to

provide well-planned and joined up learning across curriculum areas and subjects, interdisciplinary learning, personal achievement and the life and ethos of the school.

**All staff and committee members will have a working knowledge of this policy.**

**Date**

**Name**

**Will be reviewed by**

Policy number: GBPSPOL17