



Our Lady's Preparatory School and Day Nursery

Special Educational Needs and Disability Access (SENDA) Policy 3-Year Accessibility Plan (August 2017– August 2020) 1.8

Background to the Policy

The purpose of this policy is to provide confirmation that all children in both the nursery and the school can access the curriculum, location and buildings, as a result of the following actions having been taken.

Curriculum

- Use of specialist professionals e.g. speech and language therapists, teachers specialised in dyslexia that can be hosted in-house – extra cost to parents (ongoing).
- Designated SENCO is authorised to attend training courses in order to support children with learning difficulties (ongoing).
- Provision of targeted information (with clear objectives) prepared for all pupils but particularly for children with identified learning difficulties e.g. Individual Learning Plans (ILPs).
- Information and communication technology (ICT) – provision of such facilities upgraded and modernised (with effect from September 2013).
- Training of additional staff in first aid to ensure support for pupils with medical problems (ongoing).
- Regular brief meetings with staff to assess progress of SEN and GTA pupils (ongoing).
- Improving the provision of educational material in large print for those pupils that benefit from this (ongoing).
- Improving the provision of material in electronic format for children who need it e.g. Word Shark 5, Nessy programmes (ongoing)
- Purchase and installation of interactive whiteboards in 2011 and 2012, with more to be installed as part of the extensive school building expansion project in 2014-2015.

Physical Environment

- Extra wash-basins were installed following an inspection in 2011. Additional new toilets and washbasins have been added, with existing facilities upgraded as part of the school building expansion project.
- A new unisex disabled toilet has been provided on the ground floor as part of the building project.
- A ramp is available to the middle door to the school building and slope access is available at the rear of the school building.
- Disabled parking bay is available in the car park.
- Awareness by all teachers/senior nursery staff of the placing of children who are Hearing/visually Impaired at the front of the class or very near to the person speaking (ongoing)
- Purchase and use of Makaton training as and when needed, preferably from the same company that delivered previous training in 2010 when the setting had a child with Downs Syndrome. Makaton is a language programme using signs and symbols to help people to communicate.

<http://www.makaton.org/aboutMakaton/>

- Every effort will be made to make sure as far as is reasonably possible and given the constraints of the building that children who are physically disabled will be able to access the curriculum in a designated classroom.
- Advice taken from teachers/specialists of hearing-impaired children on the nature and characteristics of the environment and changes implemented where this is reasonably possible.
- Specialist teachers of the hearing-impaired to liaise with the SENCO when they visit the setting and any new suggestions to be entered as prescribed targets in such children's new ILPs.
- Forest School is an important part of the curriculum and has evidenced being an excellent medium of learning for all children but especially for children with learning difficulties and behaviourally challenged children.

Accessibility of Written Information

- Continue to provide readers and scribes for children who require it in class, in test situations, including KS1/KS2 SATs (ongoing).
- With the updating of ICT equipment in September 2013, aim is to develop provision so that pupils can submit homework electronically.
- Good use of deployment of classroom helpers and nursery staff, in particular with SEN children (ongoing).

- Improving the provision of material in large print for pupils who need it (ongoing).
- Staff training led by SENCO on the use of covered overlays, special pens for pupils with learning difficulties, use of different textured material for writing on to help with memorising spellings, following specific advice sought from a dyslexia teacher from Helen Arkell Centre.

Monitoring & review

This statement should be read in conjunction with SEND and Equal Opportunities policies. The school will review this policy every year and any guidance or advice published by the DfE and / or any other relevant bodies will be monitored on an ongoing basis, in the event that ad-hoc amendments or revisions are appropriate outside of this timeframe.

Reviewed: September 2018

Signed:



Simon Cassell
SENCO and Deputy Headteacher

Signed:



Helene Robinson
Headteacher

To be reviewed: 12 months from "Reviewed" date