

The White House Preparatory School

Woodentops Kindergarten and Woodentops Day Nursery

PREP SCHOOL and EARLY YEARS ACCESS POLICY and ACCESS PLAN 2014- 2017 (1)

The Principal, Headteacher and staff of The White House Prep School and Woodentops Kindergarten and Day Nursery are committed to providing access to a broad and balanced curriculum for all pupils. This policy has been written in accordance with the ‘*Special Educational needs & Disabilities Act*’ 2001 and the *DDA* 2002. We welcome children with disabilities and special education needs, and adhere to the Government's SEN Code of Practice and Regulations 2014. <https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations> .

We believe that, wherever possible, children should be educated within a 'main stream' environment so that:

- the social model of disability is followed so that impairment does not lead to exclusion
- children with significant special needs feel themselves included and wanted by society in general;
- children with significant special needs can gains access to the same education as their ‘main stream’ peers;
- the school community may both reflect the diversity of society in general, and to allow pupils, as they grow and develop, to gain an understanding of the needs of others and the role they play in supporting those needs.

Using prior experience we have a range of strategies to meet academic, emotional, behavioural, medical and physical needs on which to build in the future. The school believes it can meet with success:

1. Physical Disabilities

The school has experience in meeting partial hearing and vision. It has not been required to respond to children with permanent mobility disabilities. Given the complexity of the building, these would require individual assessment before a child were admitted. Where a child is permanently wheelchair bound, the school believes it can make provision for **one** such pupil provided that certain conditions are met, but would be unable to support more than one without significant disruption to the effective conduct of the school. The school recognises that in meeting the needs of a child with a physical disability it may need to make adaptations to the environment. These would be identified at the initial evaluation stage and again periodically once the child is a pupil at the school.

2. Learning Difficulties

The school has developed experience in a number of areas. However, children may well present more extreme difficulties which would require further staff training or engaging the support of external agencies including the application for 'statement' funding to support this process.

3. Behaviour and Emotional Difficulties

The school has experience in managing pupils with challenging behaviour. It is aware that such difficulties derive from a variety of causations, including medical conditions. Knowledge of possible causation is important in providing effective support for the pupil. The school has liaised with a number of external agencies and is aware of a number of strategies that may be used. However, it believes that, for the benefit of all pupils, LSA support is available through the greater part of each day. The ratio of time made available would need to be agreed at the initial evaluation and kept under close review.

4. Medical Conditions

The school has experienced pupils with a range of conditions including Extreme Allergies, Asthma, Eczema, Cerebral Palsy, Autism, Asperger's Syndrome, and Diabetes. Staff are trained both to work with such pupils, including knowing how to monitor the effects of their conditions, and where required, how to administer medication.

Preparing to Accommodate Special Needs pupils

The school considers it important to be able to respond positively to a request for a placement at the school for a child with significant special needs. It believes this can only be done if staff are sufficiently well informed to understand the possible range of needs that may require to be met. It would expect that once a child was in school more relevant and detailed training for personnel would be sought. It also acknowledges that those charged with the school's management need to keep under review adaptations of a general nature to the physical environment and the provision of resources. Again, once a child was in school specific adaptations of the physical environment might need to be implemented and individually tailored resources obtained. The key requirements, therefore, are:

1. ongoing staff training so the teachers as a whole can cover a range social, emotional, educational, behavioural and physical needs (through an annual review and written plan);
2. ongoing review of the physical environment (through an annual review and written plan);
3. when refurbishment takes place, account is taken of enhancing facilities to meet a wider range of special needs.

The Principal, Headteacher & Staff have reviewed the resources available to the school. They believe that children covering a wide spectrum of needs can be educated appropriately. In order that all children may access the curriculum fully they have identified a procedure that needs to be followed before a child with significant special needs may be admitted as a pupil.

- 1 When a parent seeks a place for a child with a significant special need, a full assessment of the child's needs will be undertaken by the Special Needs Co-ordinator. This will include:
- i.) A clear diagnosis of the child's needs as then understood;
 - ii.) A detailed statement of how the special need will impinge on the child once on roll (ability to access the curriculum, mobility around the school possible impact on other children, etc.);
 - iii.) Identification of the level of support that will be needed to support the child;
 - iv.) Identification of those aspects of a mainstream pupil's experiences that the child will not be able to access, partially or fully;
 - v.) Identification of the level of funding available to support the child.
2. The school will then evaluate what resources it has currently available, what further resources will be required, and whether, within what time scale, and at what cost, those resources can be provided. Throughout the information gathering and evaluation stage the school will seek to liaise with the LEA.
3. The evaluation will be recorded in writing. It will include the points numbered i-v above, an identification of further requirements (personnel access to specialist agencies, staff training requirements, adaptations required, specialist equipment requirements) with statements of time scales for acquisition.
4. Once this process is complete, the school will meet with those with parental responsibility to outline the content of the evaluation. A summary (or the full report) will be given in writing to the parents. When the child is to be admitted, timescales and induction procedures will be identified.

Policy will be reviewed annually			
Policy reviewed:	Sept 2016	By:	Headteacher
Policy reviewed:	Sept 2017	By:	Headteacher
To be reviewed:	Sept 2018	By:	Headteacher

The White House Preparatory School and Woodentops Kindergarten and Day Nursery

ACCESS PLAN 2014 – 2017

At The White House Preparatory School & Woodentops Kindergarten and Day Nursery we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

1. Improving the physical environment of the school
2. Increasing the extent to which disabled pupils can participate in the school's curriculum
3. Improving the delivery to disabled pupils of information, which is already in writing to pupils who are not disabled.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

The plan details the school's intentions to enable access for disabled pupils to three 'key areas':

1. Access to the physical environment of the schools

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Maximise access of environment with low cost adaptations.	Ongoing environmental audit <ul style="list-style-type: none"> ● clear pathways ● direct routes ● acoustics eg bell lowered by Early Yrs entrance ● visual access 	Good practice in accommodating needs of pupils with physical disabilities, hearing impairment, visual impairment	2016	Accessible environment, increased pupil autonomy

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Medium term	New Nosing	Make low key adjustments to maximise physical access, eg to improve acoustics and maximise visual access as required	As above Improved access for physical disabilities	2016	Accessible environment, increased pupil autonomy
	Improved screens to aid VI pupils as required	New LED backlit screens and projectors to be used IT large keyboards etc... Large book print	Increased access for visually impaired pupils to some areas of school	2016 Ongoing	Increase pupil autonomy/physical access of the school
	Carpet classroom areas or fit soft boards, fit blinds to improve acoustics for HI pupils	Seek advice from Inclusion team	Increased access for pupils with hearing impairment in some areas of school	2017	Increased physical access of the school
	Provision of hearing loops	Bought as required	Increased access for pupils with hearing impairment in some areas of school	As required	

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Long Term	Appropriate use of colour schemes when refurbishing to benefit pupils with visual impairment	Seek advice from Inclusion team on appropriate colour schemes/blinds		2016 and ongoing	
	School plans to improve access to designated areas over successive financial years. School decides which of its entrances and exits have priority, and plans to fit power stair climber (hired as required) to suit specific requirements ramps and handrails from delegated budget.		Improved access as required	2016 and ongoing	Physical accessibility of school increased
	To review at least annually all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities. .	To track progress	Full physical access to the school and curriculum Regular review of premises	2017 and ongoing	

2. Access to the school's curriculum

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	<p>Raised awareness for whole staff. of the curriculum needs of pupils with</p> <ul style="list-style-type: none"> ● Autistic spectrum disorder ● Language and communication disorders ● Severe learning difficulties ● Physical disability ● Visual & Hearing impairment <p>Outside advisors asked to give advice & guidance</p>	<p>Whole school staff meetings.</p> <p>Physical equipment for VI students</p>	<p>Overview of the needs of particular groups of pupils for all teaching staff</p>	<p>Ongoing</p>	<p>Increased access to the curriculum for all groups</p>
Medium Term	<p>Training for teachers on differentiation by teaching and learning styles</p>	<p>Audit skills and competencies of teaching staff through observation and appraisal; identify teachers to benefit from training in differentiation by teaching and learning style.</p>	<p>Teachers enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities.</p>	<p>Ongoing</p>	<p>Increased access to national curriculum for all</p>
	<p>Identify teachers to administer medication</p>	<p>Class teachers (if personally wish to) to administer medication under supervision of a second staff member.</p> <p>Epipen video for staff</p>	<p>Clear agreed procedure for administering medication</p>	<p>Ongoing</p>	<p>Access to whole school curriculum.</p>

	Targets	Strategies	Outcome	Time frame	Goal Achieved
	Train personnel in moving and handling techniques of heavy items and children	Identify staff to be trained. Training provided by Proprietors	Appropriately trained staff to move and handle pupils with physical disabilities	When required.	Increased inclusion
Long term	To maintain above practice and review on annual basis		Ongoing	Yearly	

3. Access to information

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Availability of written material in alternative formats Notices for disabled access to be prominently displayed	School makes availability material in alternative formats as required Use of computers	Ability of school to ensure availability of material in alternative formats as required	2016	Delivery of information to disabled pupils improved Ease of access for disabled visitor
	School to be able to produce symbolic materials	Digital camera for pictorial timetables Use of symbol materials from internet	School to respond immediately to needs of pupils requiring pictorial support materials	2016	Delivery of information to disabled pupils improved.
Medium Term	eg School to be able to produce large print transcriptions	School staff to produce materials in large print as required	School to produce large print materials as required for students	2016 Ongoing	Delivery of information to disabled pupils improved.

Long Term	To maintain above practice and review on annual basis		Information available for parents/carers and pupils in a variety of formats	Ongoing	
------------------	---	--	---	---------	--