

Date agreed June 2017	Review Cycle 3 years	Due for review June 2020
Signed		

ACCESSIBILITY POLICY

Purpose of the Plan

The purpose of this plan is to show how Effra Early Years Centre and associated sites at Brockwell Park intend to ensure the accessibility of our centre for children, parents and carers, staff and visitors with a disability.

Definition of Disability

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

Areas of planning responsibilities

- Increasing access for disabled children to the centre's curriculum (this includes teaching and learning and the wider curriculum of forest school, cultural activities or other of site visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to all parties. The information should take account of the preferred formats for parents and carers and be made available within a reasonable timeframe.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Effra Early Years the Plan will form part of the Centre Improvement Plan and will be monitored by the headteacher and evaluated by the relevant Governors' on the Resources Sub-committee. The current plan will be appended to this document. At

Effra Early Years Centre we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Effra Early Years Centre Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with staff and governors of the centre. Other, outside agencies and specialists have also been consulted. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the Centre's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Effra Early Years Centre is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the centre.

4) The Effra Early Years Centre Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

5) Effra Early Years Centre situated on Effra Parade Brixton SW2 1PL are also included on the website, DisabledGo. Please see www.disabledgo.com/lambeth



The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for children with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied children; this covers teaching and learning and the wider access of the centre such as participation in extended day activities and cultural activities or visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these children in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the centre, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables and information about the centre and centre events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Effra Early Years Centre Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole centre training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following centre policies, strategies and documents:

- Behaviour Policy
- Teaching and Learning Policy
- Equalities and Inclusion Policy
- Health & Safety Policy
- Centre Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the centre, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Resources Subcommittee

12) The centre will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aims and Objectives

Our Aims are:

- Increase access to the curriculum for children with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to children, parents and carers

The detail of how we plan to achieve this is set out in the Accessibility Plan.

The plan is reviewed every three years, unless the needs of a child cannot be met without consideration of an unplanned spend.

