



Access Audit

REDCLIFFE CHILDREN'S CENTRE

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Access Audit

The Special Educational Needs and Disability Code of Practice also states - 'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage'.

We strive to ensure all our pupils, staff and visitors feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. Those consulted in the development of our Accessibility Plan include: Pupils with and without a disability, Staff, parents, Governors and External Professionals.

We aim to provide a challenging and stimulating environment for all children, we actively seek new ways to promote children's independence and resilience. For example, adding a range of ladders into the environment of varying heights so that children learn a new range of skills that equip them for unsteady terrains and unpredictable environments. We are mindful of risks in the learning environment, weighing up the risk-benefit relationships of experiences. We view all children and families as competent and valuable citizens to the community and nursery space; therefore we try to view our learning environment with potential and possibilities to enhance experiences for children and families. We are now exploring the outer nursery community more and exploiting all the wonderful opportunities Bristol has to offer our children and families. In these circumstances we are not able to determine how access may inhibit people, but this is seen as a potential for learning and a way that our children and families can have influence over the community, by advocating for children and parents when spaces are not mindful of access to all citizens.

Access audit and review of current activities at Redcliffe children's centre.

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1 Access to the physical Environment

The main reception area is accessible to all parents/carers/ visitors with an automatic outer door activated by a low-level push button.

Once through the outer door the reception area is accessed by intercom for security purposes. This button is at a high level and so not accessible to all, however reception staff can clearly see visitors at the door. There is a disabled toilet in the reception area. The area is under constant supervision by the reception staff and therefore secure.

1.1 **Indoors**- There is ready access to the equipment.

1.1.1 Plain coloured table cloths are used at lunch times to provide clear colour contrast for the equipment. Children in seagulls have individual placements with their photograph on to provide visual clues as to where to sit.

1.1.2 The Quiet rooms in seagulls and blackbirds contain cushions and a range of soft lighting to create a calm, quiet space. These spaces can be developed flexibly to cater for all children both mobile and non mobile, and used as spaces for more focused play or individual target work on a 1:1 basis or in small groups. Rugs are being sourced for the Quiet room in Seagull's as it has laminate floor. These will help to reduce echo and absorb sound.

1.1.3 As a Centre, we are flexible in our use furniture and space to cater for individual children's needs.

1.1.4 We can access inclusive play equipment and specific resources tailored to

individual children's needs from the Early Years Inclusion Service Resource Library. Applications for specialist equipment to support children with Special Educational Needs can be made through the Early Years SEN panel.

1.1.5 During play the doors to the garden remain open to allow children to freely choose indoor or outdoor play. Usually only a single door is open, however it is a double doorway and both doors can be opened to provide a greater space should this be needed.

1.1.7 We encourage the use of open ended loose parts in both Seagulls and Blackbirds. This can result in many small items being on the floor. This can cause trip-hazards especially in Blackbirds. We try to address this by adults regularly having a tidy up of the room to clean the floor.

1.1.8 Blackbirds have large sliding double doors. This gives a large space for children and adults to enter and exit the room to the garden.

1.1.9 The newer bathroom doors in Blackbirds have heavy doors which makes access for children challenging independently. There is an inner door with a pin back, the door is also much lighter.

1.1.10 Blackbirds kitchen - due to the building constraints the space is quite narrow for all the children to have meals in the kitchen at the same time. On days with more than fifteen lunches, we set up for lunch in the kitchen and the room next door. The kitchen has rectangular tables to make the most effective use of the space.

1.2 Children with Medical Needs

1.2.1 Parental consent letters are signed by all parents and a medicine consent form is completed in addition for any children receiving medicine at nursery.

1.2.2 We request medical care plans from necessary medical professionals for children with long term medical conditions or medicines.

1.3 Outdoors

1.3.1 There is a digging area in Seagull's garden and Blackbird's garden. The Seagull's digging area is contained within two large tractor tyres. The sand area in Seagull's is a fenced off space with gated access. Blackbird's digging area has a raised border to contain sand. This is necessary due to limited space; the higher staff ratio allows for more adult support to access this area.

1.3.2 There are sensory experiences including sound, textures and smells in both gardens. The garden areas are reviewed regularly through the Centre Development plan.

1.3.3 The garden provides for experiences of different heights and physical challenge. Some children will require adult support to access these aspects of the shared garden, however we feel that this is important in supporting children to develop physical skills and gain independence.

1.3.4 We access advice from professionals specialising in working with children with Special Educational Needs in order to inform our planning of the physical environment e.g. The Early Years Inclusion service, Autistic Spectrum Disorder Outreach Team, sensory support service. Regular health and safety walks with ROSPA.

1.3.5 The blackbirds and seagulls share the garden space at all times. This means that when in the garden, all staff have a responsibility for the safety of all children. We highlight to all staff those children with additional needs that might be affected by the challenges in the garden.

1.4.1. Children with visual impairment

1.4.1.1 We offer children a breadth of experiences with colour rather than limiting children to primary colours, we believe that even children with visual impairments can be influenced by colour and the contrasts, denying this would only inhibit the development.

1.4.1.2 The majority of equipment is clearly marked and accessible to children.

1.4.1.3 Displays are often sensory and interactive.

1.4.1.4 We seek advice in respect of individual children from the Inclusion team, vision support and parents and react in response to advice about individual children.

1.4.2 Children with hearing impairment

1.4.2.1 Background noise is unavoidable at certain times of the day (playtime). The large rooms in Blackbird's and Seagull's are mainly carpeted which absorbs sound. Rugs are being sourced for the rooms in Seagull's which have laminate floor.

1.4.2.2 Seagulls has a quiet room which is used for quiet reading and play. The Blackbirds quiet room is a flexible space because of limited play areas but is used and can be used as a quiet area. There are a number of small designated quiet spaces in both gardens which children can freely access for quiet time.

1.4.2.3 We seek advice in respect of individual children from the necessary professionals. Most staff have had some professional development associated with makaton or using gesture, facial expression and visuals with children. This is helpful for all children.

1.5 Fire Safety

The SENCO is responsible for writing the individual evacuation plans for any adults or children with additional needs in the event of a fire. Plans for children are kept in their blue files. A copy is kept in the room and familiar to key people responsible for those children.

1.6 Forest

1.6.1 Children from both rooms regularly visit Leigh Woods. They are transported via the mini bus. The bus is wheelchair accessible. The bus is accessible via steps at the rear of the bus. We will seek advice in respect of Individual children as and when necessary.

1.6.2 Children's individual needs are considered before they go to the forest. Tailored support is put in place to meet individual need. As this is an unstructured environment with limited facilities we seek advice from professionals in supporting children in the forest when necessary.

2 Access to the Curriculum

2.1 Redcliffe Early Years Centre and Maintained Nursery School is committed to providing high quality care and education to all children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of the Centre. We plan and write progress about each child in the nursery, by the key person. Each key person has a mentor that they can talk with about their key children, to ensure that any concerns are immediately addressed. Key people fill in the audit of need three times for their key children in seagulls. The SENCO of the under three's knows all of the children and will write the audit of need for the room.

2.2 Deployment of staff

2.2.1 Members of the SLT regularly observe and monitor teaching and learning to ensure all children are extended and that differentiation takes place. The learning diaries are regularly monitored by the SLT to ensure progression, planning and development for every child. The lead teachers of each room monitor displays, to ensure all children are reflected across the year and that a mix of learning stories and information for parents and children is displayed.

2.2.2 Specific support tailored to individual children's needs is provided at appropriate times. We have a specific speech support worker who works with groups of children who have speech targets given by the speech therapy team. She has the relevant professional development and understanding of this area.

2.2.3 We offer individual support for children in both rooms whenever possible within Centre funds. We access funding from the early years Special Educational Needs Panel to support individual children where possible. This funding does not provide complete 1:1 support as maximum funding is for 12 hours and the 3 year old children now attend for 15 hours. 'Best Practice' advice from the Senior Educational Psychologist and Early Years Inclusion Service Manager also suggests children should not have to complete 1:1 support to enable them to develop relationships with a wider range of people.

2.2.4 Staff seek advice from professionals when necessary to ensure all

children have full access to the curriculum and opportunities within the Centre.

2.2.5 We employ one member of staff as a Bi-lingual support worker (Arabic and Somali) and have three other members of staff that speak various languages. These staff members support the language needs of individual children and families including reading through leaflets and forms and translating as necessary. On occasion students join us who have additional languages; we actively encourage them to use these languages in the Centre.

2.3 Access to mealtimes, playschemes and visits

2.3.1 We enable children with additional needs to access playschemes by offering appropriate support when possible.

2.3.2 We use children's funding flexibly to cover mealtimes if needed but we have a gentle, child centered approach to meal times that is well staffed for the benefit of all children.

2.3.3 Educational visits- Learning Support Assistants are used to support individual children on educational visits e.g. swimming, forest visits. Members of staff support identified children who do not have specific LSA support. On occasion we ask parents to support.

2.4 Staff expertise, training and development attended in relation to access and inclusion

2.4.1 Most Members of staff have makaton professional development.

2.4.2 Members of staff have attended ELKLAN (Speech & Language development) professional development.

Members of staff have attended Autistic Spectrum Disorder Professional Development.

Two members of staff have attended Portage training

Four members of staff have attended Learning Language and Loving It.

Three members of staff have been on specific speech sound professional development

The SENCO has undertaken a master's module around inclusion.

2.4.3 A large number of staff working with children are trained in paediatric first aid in line with EYFS requirements

2.4.4 We encourage and support parents to attend outside agency training. Additional child care can be offered in line with the ratios. We also provide a variety of groups within the Centre that support parents; restorative parenting, PICL, and supporting behavior. All are aimed at promoting positive relationships with parent and child and allow for parent discussion, the ethos of reacting to parents on an individual basis is also inherent.

2.4.5 Our Centre Speech and Language Therapist offers a 'Drop-in' service for parents for children at the Centre and within the local community to provide information and advice about children's speech and language development. The Speech Therapist will also advise key people and parents and can support with speech targets. Our Centre speech therapist hosts termly staff meetings in blackbirds and seagulls, where we can talk individually about children with speech concerns, this becomes an important professional development tool.

2.5 How do we prepare for children's placements?

2.5.1 We get to know some families early - Parents and children can attend a variety of groups within the Centre and in the immediate locality e.g. PEEP groups and Toddler groups. The family support team carry out home visits after referrals from other professionals. Some children are referred via the under 3's enhanced day care scheme and as part of their package attend family support groups.

Families in the community are encouraged to join fun days and trips at various times of the year.

The Family Support Team have a referral system which is linked to health, social services and the voluntary sector. The Barnardo's community family support workers accompany families to groups and support them to access services at the Centre. We hold regular meetings with the Barnardo's team to discuss particular families.

Families are able to self-refer in order to access services from professionals such as the counsellor or parent link workers (Family Support Audit Report)

2.5.2 Before children begin in Blackbirds, staff undertake a home visit to share information and meet children and their families in their home environment. On occasion further home visits have been arranged if circumstances suggest that this would be beneficial. Children are offered a series of visits to Blackbirds before they start their sessions. Parents and Carers can accompany their child on initial visits. We support children to visit without their parents gradually and build up trust and confidence with both parent and child. This is an individualized process. This process is the same for children starting in Seagulls.

2.5.3 Transition within the Centre (Blackbirds to Seagulls):

Children begin to prepare for a move from Blackbirds to Seagulls by making a series of visits accompanied by a key person. These start off as short visits to familiarize children with the environment. Children are then encouraged to stay for longer periods of time and to join in group times. If staffing levels allow, children can stay independently. Key people from both rooms meet to share information and pass on learning diaries. Any specific needs or strategies are discussed and practitioners are encouraged to observe strategies in practice. Now that we share gardens across the nursery, the children are far more familiar with the wider nursery and all of the staff. In the summer term, we have open doors days where all the room doors are open to allow children to explore across the rooms.

2.5.4 Transition to school:

During the summer term, key people from Seagulls meet with the teachers from the receiving schools or settings. The teachers observe the children they will be receiving and key people can share any relevant information. Parents are fully informed of this process and are invited to come in to meet teachers. We organize a lunch for parents and children with their new teachers to talk informally. Where possible we try hard to ensure all children's new teachers are present.

2.5.5 A transition meeting is also held with the receiving school for any child with a support plan. Again there is a multi-agency meeting with full parental involvement to ensure that the receiving school are fully aware of the child's needs.

2.6 Observations

2.6.1 Key people carry out observations of their children using a variety of techniques and tools; written observations, learning stories, video and photographs. These go into the child's learning diaries and can be shared with other professionals if parents' consent.

2.6.1.1 Strategies and observations are shared within appropriate staff teams. The Speech Therapist and SENCO will observe individual children at the request of the key worker.

2.6.2 How do we use the code of Practice 2015?

2.6.2.1 We have a local offer displayed on our website to inform parents of our services and links.

2.6.2.2 We build on strengths and preferences of the child, planning and supporting their individual targeted needs.

2.6.2.3 Other professionals are involved in setting targets and contributing to the support plan. We integrate targets written by other professionals into the child's learning diary.

2.6.2.4 Key people are responsible for identifying and writing plans to support their key children, under the support and guidance of mentor and SENCO.

2.6.2.5 We involve parents in all parts of the SEND processes, this may look different for each scenario and we hope to coordinate and listen sensitively to parental wishes.

2.6.2.6 We provide free eligible spaces for 24 two year olds; these will often be with more vulnerable children/families. We write a two year progress check for each two year old the term after they have started in blackbirds. This helps with identifying and addressing any needs/challenges children may have. We write these in an informal and supportive way, which also celebrates children's strengths, as well as flagging up where any additional support or concerns may be. We use the Code of practice's Assess, Plan, Do and Review cycle. Our home visit is also crucial at this point to ensure that we listen to any concerns parents have and acknowledge all the rich information they obtain

about their child.

2.6.2.7 We have an ongoing assessment of children's progress within then learning diary as well as a formative assessment through our RAP. This allows us to see patterns and trends within our cohort and provision.

2.7 Use of language and other means of communication.

2.7.1 We use positive language in our interactions with children and families. We actively encourage adults who speak other languages to use these with children and adults where their home language is not English at times throughout the day.

2.7.2 Makaton signs are used to support understanding of routine transition times, group times e.g. snack times, singing times and to support conflict resolution situations. We listen to and respond to all children's modes of communication and aim to extend and build on these, writing about them in the diary and planning for within the literacy plans written by key people.

2.7.3 We reflect language back to the children to support joint understanding and present children with clear, correct examples of spoken language.

2.7.4 We use symbols, photographs and objects to support communication and understanding e.g. visual timetables, labeling, choice-making.

2.7.5 We have purchased the Boardmaker software which print Picture Exchange Communication (PEC) symbols. These are used to support individual children's communication targets, on visual timetables and in cloakroom areas to highlight toileting and handwashing routines.

2.8 Access to Information Communication Technology (ICT)

2.8.1 ICT is included in the plans with the children accessing a broad spectrum of equipment such as computers, remote control cars and white board etc. We will seek advice and source equipment as necessary to enable children with particular needs e.g. physical impairments to fully access our ICT resources.

2.8.2 All Key people have access to an Ipad at times during their room based

time, this can be used with children as a research tool, as well as for photographing, videoing and writing observations of children to share with parents or other professionals if permitted by the child's parent. Videoing is key professional tool for unpicking the communication skills children use, it can help us plan for how we can support children to communicate.

2.9 Access to the curriculum for children with behavioural issues.

2.9.1 We monitor concerns about children's behavior and record on our audit of need. We would raise ongoing concerns with the educational psychologist or CAMHs worker during our annual conversation. If we were really concerned we would refer for a more formal assessment with parental permission.

2.9.2 If appropriate we use timers for turn taking. The time is adjusted to a child's individual ability to cope.

2.9.4 We have whole team discussions on strategies to support individual children's behaviour and larger group issues (e.g. addressing situations where children use unwelcome and isolating phrases towards others - 'You're not my friend', 'You can't come to my party').

2.9.5 We have access to an Educational Psychologist, CAMHs and the Early Years Inclusion Service who can advise us of strategies in relation to this for individual children.

2.10 Curriculum and disability equality / inclusion.

2.10.1 We update our resources to show positive images of all people including disabled children and adults; we are currently sourcing books to reflect diverse family set-ups. We have ongoing displays that reflect all of the children in our Centre on the wall, so that children see positive images of themselves and each other.

2.10.2 We access other professional advice.

2.10.3 We use resources to differentiate the curriculum.

2.10.4 We have weekly planning and evaluation meetings, individual and group recording.

2.10.5 We regularly go into the community on trips, this is so that all children are made visible across the city and so that we can come into contact with people from the world.

3 Access to information for disabled Parents / Carers

3.1 We can provide information so that print and paper provide a good colour contrast and avoid using dark coloured paper.

3.2 We talk through information with parents / carers when necessary and have a weekly parent drop-in session where parents can come for support in accessing information and form filling. We can translate if necessary.

3.3 All staff enquire whether parents / carers need help with writing or reading English. It is on the essential information sheet completed when a child starts at the Centre.

4 Barriers remaining

4.1 Access to the physical environment

4.1.1 There is a disabled parking bay in the car park but the car park is not solely for the Centre and primarily for the residents of the flats. There are substantial parking problems.

4.1.2 We need to source a hearing loop for reception.

4.1.3 The reception door bell is at a high level and so not accessible to all, however reception staff can clearly see visitors at the door.

4.1.4 The internal door handles are neither accessible nor appropriate to disabled visitors or staff. However, this is primarily a security issue - children must not reach the handles.

4.1.5 There is no visual alarm system. However, it is unlikely that a hearing impaired adult or child would be on their own in the event of a fire alarm taking place. There are PEP (personal evacuation plans) in place for individual children.

4.1.6 The back door to the forest room is not accessible to all. There is currently no access to the forest room through the garden and decked area, the doors open wide but a portable ramp is needed to get on to the decking. The toilet needs to be accessible at all times.

4.1.7 The blackbirds kitchen is very narrow which can make moving around for adults quite challenging when the tables are in situ.

4.1.8 The sliding doors in blackbirds often get jammed or the handles break, which prevents them from being opened.

4.2 Access to the Curriculum

4.2.1 Our staff team does not have anyone with experiences of being disabled, although people have other indirect experiences.

4.2.2 We need greater focus on children with additional needs in our CPD as there are very little opportunities where this is discussed and staff have reported that they lack confidence in this area.

4.2.3 We need to continually think about our speech and language professional development as the speech and language service is rapidly decreasing from what we are used to, this will have implications on how we support children, so we need to be equipped to deal with increased responsibility.

4.2.4 Access to Information for Parents / Carers- continually update the website and Local Offer.

4.3 A computer with internet facilities is available for parents / carers to use in the reception area however it is placed at standing height and so not accessible to all.

Staff awareness and professional development

5.1 All staff have mentors which means that any concerns about children can be discussed immediately with their mentors. Key people liaise with the SENCO's if they have concerns about a child's access to nursery and alterations will be

made as a result with the support of SLT.

5.2 There is professional development related to special needs and disability most terms; depending on the needs of the children. We invite professionals to support this where possible. For example with termly speech therapy staff meetings or by monitoring learning diaries for example.

5.3 Learning diaries are monitored regularly to ensure that ALL children are making progress and any concerns about development are being addressed. We are now moving towards documenting SEND targets and progress more within the learning diaries.

5.4 The SENCO's are part of a local network which meet 5 times a year, this discusses different matters concerning SENCO's and is organised by the Bristol Inclusion Team. Emma has engaged in a Master's Module The SENCO Award and Lou has been on various courses around Special Educational Needs.

5.5 The SENCO's attend and coordinate with the Educational Psychologist Mary Stanley Duke, an annual conversation with Mary to discuss any concerns about children's social. Emotional or mental health.

5.6 The speech and Language service provides a range of speech and communication professional development that we use with the necessary staff each year. Such as the Interaction Matters Course, Supporting Children with More Complex Communication course. Three staff members will be attending specific speech sound awareness professional development, in light of an increase within our cohort of speech sound difficulties.

5.7 We have Bi-termly opportunities to have staff meetings led by our link CAMHs worker Jenny Griffiths, who can support us with thinking about individual children/families mental health. This dialogue serves as a professional development tool.

5.8 Supporting all children and identifying needs is a priority on the Centre development plan.

5.9 Maths and Literacy plans for Seagulls include individualizing each month so that every child is considered in relation to these areas each month.

5.10 The Two Year Check is a summary written the term after the child has settled into nursery (for September children in December), this would summarise the strengths of the child and any areas we are concerned about and how we might be addressing these concerns. We also weave in any comments by parents that indicate concerns.

5.11 Key people fill in the audit of need for their key children, which documents concerns and how these will be addressed.

5.12 New SEND policy in light of our evolving practice and SEND Code of Practice 2015

5.13 Focus within Performance Management related to supporting children with additional/complex needs.

5.14 Staff discussion and CPD related to increasing family involvement, especially with more vulnerable families; family involvement sessions, involvement in diaries and joining children in their learning.