

Hirst Wood Nursery School



Statement Approval Date	December 2019
Statement Review Date	December 2022
Statutory Statement	Yes
Statement on website	Yes

At Hirst Wood Nursery School our values reflect our commitment to a school where there are high expectations of everyone.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’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.

Our values

We enable children to learn through fascination and creativity

enabling them to become self-motivated, independent and confident and involved in their activities and learning.

Everyone in our school is important and included

We promote an ethos of care, trust and safety where every member of our school community feels that they truly belong and are valued.

We recognise everyone’s uniqueness

There will be no invisible children here. We recognise everyone’s uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners.

We make a difference for our families

We provide and source a range of high quality inclusive accessible and integrated services that will make a difference and improve outcome for families.

Building relationships

We build highly effective relationships with parents and carers and foster their active involvement in their child’s learning and progress.

Objectives

Hirst Wood Nursery School & Children's 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 school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Hirst Wood Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvement to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include letters, information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Hirst Wood Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Emergency Plan
- School Improvement Plan
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, 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.

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. Accessibility Plan will be published on the school website and paper copies are available on request.

The Accessibility Plan will be monitored through the Governing Body.

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

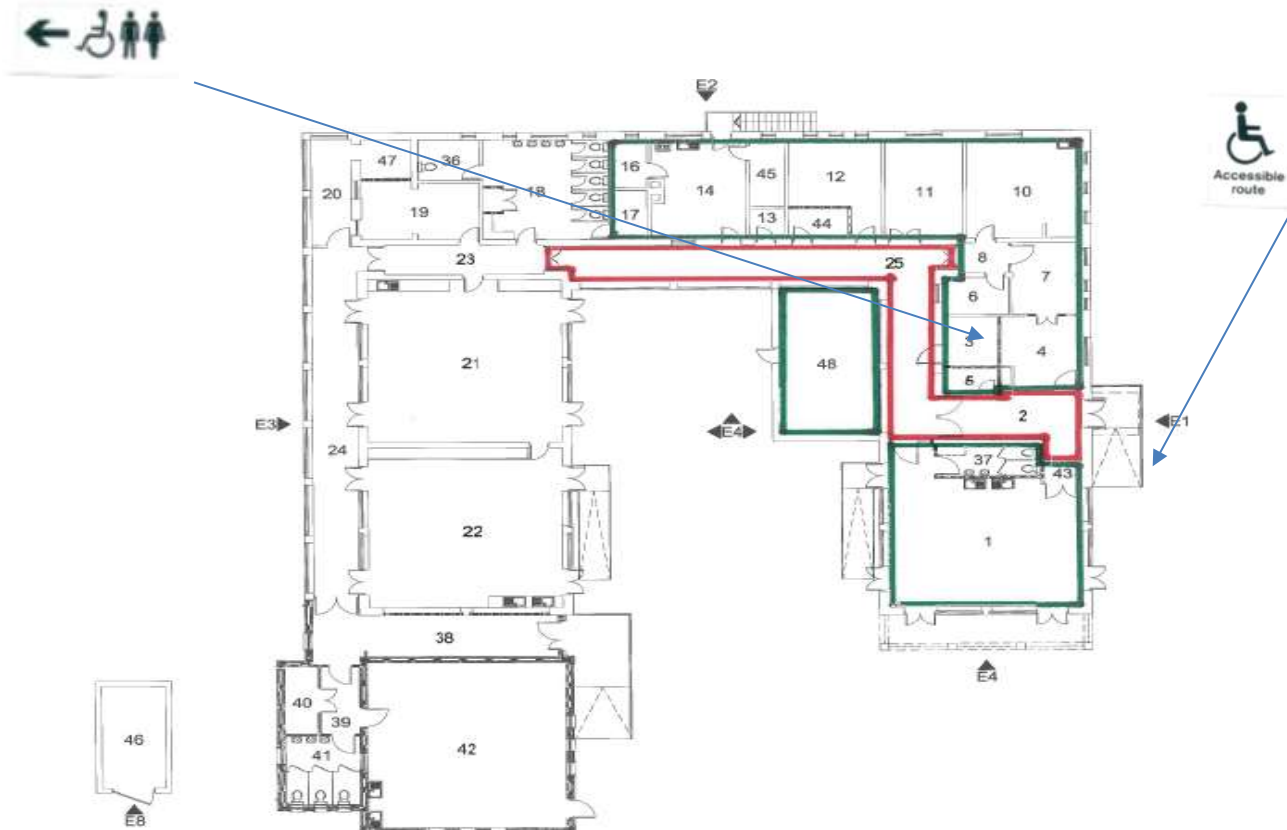
The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- The Headteacher
- Site Management team

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

A plan of the school buildings showing areas of accessibility is shown below



Improving physical access

	Issue	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Corridors	Keep corridors clear from obstruction	Immediate	High	None	Daily	All colleagues
2	Disabled parking	Spaces are provided but signage needs to be repainted	Spring 2020	Medium	Obtain quotes		Site Manager
3	Ramps	Ensure that ramps are clear from obstruction	Immediate	High	None	Daily	All colleagues
4	Separate entrances for cars and pedestrians	Signs in car park to discourage members of the public using it as a cut through	Spring 2020	Medium	Obtain quotes for new signs		School Business Manager
5	Internal signage	Ensure that signs are clear and consistent	Immediate	Medium	Obtain quotes for any replacements if necessary		School Business Manager
6	Emergency escape routes	Ensure that escape routes are clear and	Immediate	High	None	Daily	All colleagues
7	Frontline staff access awareness / equality training	All colleagues to be trained to raise awareness and inclusive practice	6 th January2020	Medium	£350	January 2020	Headteacher
8	Text phone	Investigate the cost and viability of providing this service	Spring 2020	Low	Obtain quotes		School Business Manager
9	Blinds in Gallery	Investigate repair of current blinds / replacement costs if not viable	Spring 2020	Low	Obtain quotes		School Business Manager

Improving curriculum access

1	Needs led quality first teaching to ensure that all children are included	Headteacher to monitor quality of provision through needs led planning for SEND/EYPP children. All potential barriers to learning are recognised and removed	Autumn Term 2019	High	Headteacher time	Autumn 2019	Headteacher
2	Classrooms are organised to promote the participation and independence of all children	Headteacher to carry out a Learning walk to ensure that classrooms meet the needs of all children in the class.	Autumn Term 2019	High	Possible resource implications where gaps are identified		
3	Staff training in Using the Early Years developmental journal to evidence small step progression	Identified gaps in knowledge and implement specialist training to extend and enhance knowledge and understanding	Autumn Term 2019	High	External specialist costs £95	September 2019	Deborah Sharp consultancy
4	Ensure that parents of all groups of children feel involved and empowered to work in partnership to impact on outcomes for Children	Headteacher to monitor levels of parental involvement from all groups to ensure equality of opportunity and engagement	Termly	High	Headteacher time	Termly	Headteacher

Improving the delivery of written information							
	Issue	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternativeformats.	As requested	Medium	Administrative time and printing costs		Admin staff
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will include Google translate option on the school website – in order to ensure accessibility for parents with English as an additional language.	Termly	Low Google translate available on the website	Administrative time		Admin staff