

## **Accessibility Plan 2020- 2022**

(To be read in conjunction with the SEN information report)

### **Introduction**

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

### **Ashfield Nursery School recognises its duty to:**

- Not discriminate against disabled pupils and exclusions and provision of education and associated service.
- Not to treat disabled pupils less-favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

### **Ashfield Nursery School aims 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.

This plan will be reviewed regularly and will be updated every three years. This plan compliments our SEN, Equal Opportunities, Administration of Medicines, Safeguarding and Child Protection policies.

### **Definition of Disability under the Equality Act 2010 states that a person has a disability if:**

**They have a long term physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.**

Ashfield Nursery School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **The three areas to be considered in the plan are:**

**1. Improving education and related activities** – Ashfield Nursery School will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the NHS Trusts.

**2. Improving the physical environment** – Ashfield Nursery School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improving access, lighting, acoustic treatment and colour schemes as well as more accessible fixtures and fittings.

**3. Improving the provision of information** – Ashfield Nursery School will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

## **Contextual information**

Ashfield Nursery School strives to be a highly inclusive school, it is a Grade II listed building which is over two floors. Children with physical disabilities are placed in the two downstairs classrooms and appropriate measures are put in place to access the outside learning environment which supports both physical and sensory development. Toilets are accessible around the building and disabled toilet is located on the ground floor.

The school can be accessed through a disabled ramped entrance.

## **Information about the school's disabled population**

Over time the school has had a range of pupils with some kind of impairment. Some children have moderate and specific learning difficulties, visual impairment and social communication difficulties.

Home visits are undertaken for all children beginning nursery and if any children have additional needs the SENCO will contact the LA and health advisers for support and guidance.

All staff hold current first aid qualification and can administer an epipen. When a child is admitted with a medical condition, relevant training is sought by the SENCO and a medical plan is put into place. These plans are drafted in partnership with parents or carers and health professionals.

As a small school all staff aim to know all of the children and their families. Transition meetings are held between Primary Schools each year. A thorough system of reviews takes place for children on the SEN register and those who have disabilities and medication use, is discussed with parents and professionals where needed. Where children have significant health problems, all appropriate adults are informed and photos are displayed on the class notice board and/or kitchen wall to highlight a food allergy.

## **How appropriate is the current provision?**

Staff are highly aware by effective communication of the issues faced by our pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

## **Provision in an emergency**

If a child has a specific need then an evacuation plan will be developed with a named adult(s) responsible for their evacuation in an emergency. There are regular evacuation practises.

## **Recent projects to improve the physical environment have included:**

Grounds have been improved to support outdoor play for all children

## Targets for 2020-22

**Monitoring will be undertaken by the Premises Committee of the Governing Body with advice from key professionals.**

Target	Strategies	Timescale	Success Criteria
Increased awareness of DDA issues amongst staff.	Caretaker to correct minor problems. SLT and SMT to ensure staff monitor and report issues and are aware of policy.	Ongoing	All staff will have the information they need to ensure disabled children have access to the curriculum.
Ensure that all the learning and mobility needs of the children are provided for adequately.	Plan with relevant professionals and agencies.	As required	The needs of all children are matched in lesson planning.
To ensure that disabled pupils are able to access the school curriculum more easily.	Information gathering at all key points of a child's education – entry to school and liaise with parents/ possible previous settings/key professionals, services and agencies.	As required	All practitioners have the information they need to ensure disabled children have access to the curriculum.
To promote the involvement of disabled children in classroom activities, taking into account their styles of learning.	We will endeavour to provide the following facilities when necessary: <ul style="list-style-type: none"> <li>• Wheelchair access to all downstairs classrooms.</li> <li>• CCTV software for VI children.</li> <li>• Large lettering/Braille labels for VI.</li> <li>• Makaton training for relevant staff.</li> <li>• Plan activities to promote understanding and empathy of the needs of children with disabilities.</li> </ul>	Ongoing	Appropriate and varied activities for all children in all classes. No child excluded from the majority of activities.
To include accessibility planning in appropriate section of the 3 year School Improvement Plan where appropriate.	Use internal audit of site re accessibility. To link this audit with LEA audit of accessibility, including playground inspection.	Annually	Accessibility planning continues to be an integral feature in school's planning.
To continue to maintain Inclusion quality Framework.	SLT to work through IQF, discuss and report to staff/governing body and feed into development planning.	Renewal date	Inclusion review will evidence the high quality skills and provisions provided for pupils.
To audit resources across the school which help to support pupils with SEN.	Purchase of specialist resources or equipment: wobble seats, pencil grips, coloured overlays etc., as and when necessary.	Ongoing	Curriculum continues to be accessible to all pupils.
To continue to ensure equal access for pupils/ parents with specific physical needs	Act upon any findings from Health and Safety Inspection relating to access to and exit from building.	Ongoing	Pupils/parents have equal safe access to/from the school building.
To have a school building in place which meets needs of all those associated with the site.	To capitalise on funding streaming and available grants for planning for school site and building.	Ongoing	To have a school building in place which meets needs of all those associated with site.