

# CHILDHAVEN NURSERY SCHOOL

## ACCESSIBILITY PLAN



### Vision Statement

Under the Equality Act 2010, all schools should have an Accessibility Plan. 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:

- he or she has a physical or mental impairment, and
- 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 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 Childhaven Nursery School, the Plan will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

At Childhaven Nursery School 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. Childhaven Nursery School's Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. 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 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.

3. Childhaven Nursery School is committed to providing an environment that enables full curriculum access that values and includes all children, 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

4. Childhaven Nursery School's 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. 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 those with a disability are as, equally, prepared for life as are 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 cultural activities or schools 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 school, 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 children, staff, parents and visitors with disabilities; examples might include books, hand-outs, timetables, newsletters and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. Childhaven Nursery School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school 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 school policies, strategies and documents:

- Budget Management Policy
- Behaviour Management Policy
- EYFS Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equalities objectives
- School new starter pack
- School Development and Evaluation Plan
- Special Educational Needs Policy

8. 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.

- 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 by the Governing body
- 12) The school 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:

- **Continue to develop even better access to the EYFS curriculum for children with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to families**

Our objectives are detailed in the Action Plan below

### **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers on our home visits before the children start with us. Through these close relationships, we enable parents and carers of children to talk openly and honestly with us - sharing information in their child's best interests.

### **Physical Environment**

Disabled children participate in all activities. Some aspects of these activities present particular challenges, for example: school trips for children with medical needs. There are some parts of the school to which disabled children have limited access at the moment, such as the first floor and basement, as due to the age of our building we have no lift.

### **Curriculum**

There are very few areas of the curriculum to which disabled children have limited or no access, as we work in a very holistic, child-centred way. We have developed skills over time in supporting children with disabilities.

We are aware that the participation of disabled children needs to be considered in relation to bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication are made available to enable all disabled children to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled children, (eg picture cards) parents and staff (large print on letters). We make an effort to communicate by speaking to all parents who may have issues with reading letters or signs.

### **Access Audit**

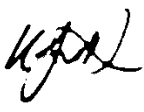
The school is a five storey building. The main entrance into the building is accessible to all, with ordinary, but wide enough doors, and a ramp leading to the ground floor. This gives access to indoor space and also to and from the garden, which is all on one level and accessible to all.

There is a disabled toilet available on the ground floor which is fitted with a handrail and a pull emergency cord. These toilet facilities can accommodate an adult sized wheelchair.

The school has internal emergency signage and escape routes are clearly marked.

### **Management, coordination and implementation**

- We will consult with experts when new situations regarding children with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

**Signed:** 

**Headteacher**



**Chair of Governors**

**Date: June 25**

**Review Date: June 28**

## Action Plan

### Aim 1: To continue to develop access to the EYFS curriculum for children with a disability

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for children and prospective children, with a disability.

SHORT TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with previous providers and / or parents to review potential new intake	To identify children who may need additional to or different from provision for next intake as early as possible	Start Sept 25	HT DR	Procedures in place by Sept 2021
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT DR MP	All policies clearly reflect inclusive practice and procedure
To establish close relationships with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All staff	Clear collaborative working approach
To establish close liaison with outside agencies for children with on-going health needs. e.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT SENCo LH SB Key workers	Clear collaborative working approach
To ensure full access to the curriculum for all children.	CPD for staff to access regular training to support children with a disability. The use of DfE assessment materials to help develop more relevant learning opportunities and assessment of progress for children with disabilities.	Ongoing	HT SENCo LH SB Key workers	Advice taken and strategies evident in nursery practice.

<p>Ensure individual plans mean that children have full access to everything that they need.</p>	<p>A differentiated curriculum. A range of support staff including outreach support workers Use of interactive ICT equipment Specific equipment sourced from occupational therapy/lending library if needed.</p>		<p>SENCO HT SB LH Specialist teams</p>	
<b>MEDIUM TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<p>To finely review attainment of all SEN children.</p>	<p>SENCO/key person meetings/outreach support worker – to look at support plans  Scrutiny of assessment system - new DfE assessments  Regular liaison with parents</p>	<p>Ongoing</p>	<p>HT SENCO DB LH Key workers</p>	<p>Progress made towards SEN Support Plan Outcomes  Provision mapping shows clear steps and progress made</p>
<p>To promote the involvement of disabled children in group discussions/activities  To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)  Wheelchair access  Screen magnifier software for the visually impaired  Giving alternatives to enable disabled children to participate successfully in activities  Creating positive images of disability within the school so that children grow into adults who have some understanding of the needs of disabled people.</p>	<p>Ongoing</p>	<p>Whole school approach</p>	<p>Variety of learning styles and multi-sensory activities evident in the planning.  Ensuring that the needs of all disabled children, parents and staff are represented within the school.</p>

LONG TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
To evaluate and review the above short and long term targets annually	See above	Annually	SLT Governors	All children making good progress.
To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO  SMT/SEN Governor	Governors fully informed about SEN provision and progress

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled children can take advantage of education.**

SHORT TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and more accessible facilities and fittings. To create flexible use of space 'nurture provision' to meet a variety of needs	Ongoing	HT SENCO All staff	Enabling needs to be met where possible.  New room functional to children by Summer term 2022
Ensure environment is appropriately calming and conducive to engagement and focus for all children	To provide a holistic learning climate that thoughtfully plans the spaces and resources and the ethos and atmosphere that enables all children to engage in deep level learning – at their own levels according to their special needs and disabilities.	Ongoing	All staff	Focused, purposeful environment.
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of Support Plan Process.  Include questions in the initial information gathering forms about parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	All staff	Enabling needs to be met where possible.
To ensure that the medical needs of all children are met fully within the capability of the school.	To hold parent meetings, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	HT SENCO outside agencies  Key workers	

Ensuring disabled parents have every opportunity to be involved	Support disabled parents to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team  With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
<b>MEDIUM TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To improve community links	School to continue to have strong links with schools in local area and the wider community.	Ongoing	SLT  All staff	Improved awareness of disabilities/the wider community of Durham and the world and their needs  Improved community cohesion
<b>LONG TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Continue to develop outdoor facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/Facebook	Ongoing	Whole School School Caretaker	No accidents

**Aim 3: To improve the delivery of information to disabled children and parents.**

<b>SHORT TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To ensure all children with ASC (type difficulties) have access to the curriculum	Regular parental communication  Individualised multi-sensory teaching strategies used for ASD children.  Enhanced staff training in supporting ASC	Ongoing	All staff to be aware	ASD children able to access curriculum.
To enable improved access to written information for pupils, parents and visitors.	Raising awareness of font size and page layouts will support children/parents with visual impairments.  Auditing the school books to ensure the availability of large font and easy read texts will improve access.  Auditing signage around the school to ensure that is accessible to all is a valuable exercise.	Ongoing	HT SEND governor	All parents will be able to access information
<b>MEDIUM TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To review children's records ensuring school's awareness of any disabilities	Information collected about new children.  Records passed from childcare/other private provider during transition period	Annually	HT  Key workers  Outside agencies	Each staff member aware of disabilities of children in their family groups and the whole group

To ensure everyone in school knows about any disabilities that a child or family might have	<ul style="list-style-type: none"> <li>• Annual reviews</li> <li>• Individual Plan meetings</li> <li>• Medical forms updated regularly for all children</li> <li>• EHCP's</li> <li>• Significant health problems – children's photos displayed in kitchen area/info kept in separate file in study</li> </ul>	Ongoing	HT SENCO Office staff	Widespread awareness of children's needs amongst staff community
<b>LONG TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To improve two-way information sharing for those children with disabilities	Record keeping system to be reviewed. Use of Dojo and additional ipads if necessary	Continual review and improvement	HT SENCO Key workers	Effective communication of information about disabilities throughout school.