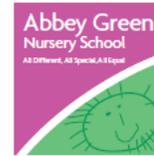


Aire Valley Nursery Schools Federation



Accessibility Plan

Vision Statement

To provide a range of high quality, well resourced, inclusive, accessible services that will make a difference and improve outcomes for young children under 5 and their families both within the school and wider community.

Under the Equality Act 2010 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”.

Purpose of Plan

The purpose of this plan is to show how our schools intend, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of special educational needs and disabilities

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Enhanced Early Years Provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

In the Aire Valley Nursery Schools Collaboration each schools plan will be monitored by the Senior Leadership Team and the Governing Body.

Each schools current Plan will be appended to this document.

Aims

Our aims are to:

- 1) increase access to a broad and balanced EYFS curriculum for pupils with a Special Educational Need, Disability, medical condition or other access needs whether through a mainstream place or Enhanced Early Years Provision place as appropriate;
- 2) Improve and maintain the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services;
- 3) Ensure all relevant SEND information is readily available to all partners.

Our objectives are detailed in the Action Plan below.

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

- Health & Safety Policy
- Special Educational Needs Policy
- Medication Policy
- Teaching and Learning policies
- Emergency plans
- The Local offer
- The School SEND information report.

Current good practice

- 1) All children and families receive a full induction into our Nursery, they have 1:1 time with their child's key person and/or School SENCO to discuss any medical or learning needs prior to starting. These needs are taken into account when planning for the all of the needs of the child including learning and health and safety. Any barriers to learning or access are assessed and actions taken before children begin to attend. If appropriate the children are placed onto the SEN register and the level of support they require is recorded and monitored. As an enhanced specialist provision advice and guidance is sought from a range of other professionals to ensure that children are able to access our provision and to develop and learn through an individualised curriculum. Our information is presented in a range of ways and information is orally translated for families for whom English is an additional language.
- 2) An audit of the physical environment is conducted by the Head and Resources Manager annually and monitored regularly to ensure that the physical environment is safe and fit for purpose. We will also ensure external monitoring and advice is sought on a regular basis. Access arrangements are

reviewed in light of any new children and families attending the nursery and reasonable adjustments are made. A range of high and low level furniture is provided and storage for any specialist equipment is available. Room use is flexible and is reviewed in order to best meet the needs of the current cohort of children.

3) SEND information is available on the website and from the main office of the school.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training						
1. Embed alternative and augmentative methods of communication	Audit of staff training needs.	Training needed on visual support and Makaton.	All adults trained in foundation level Makaton and visual support is consistently applied across the setting.	observation and monitoring demonstrates that all adults use interchangeable communications systems with children	To become a Makaton friendly setting.	All children have access to a range of communication strategies and are supported to use the one most appropriate to them.
2. All children regardless of their medical need or physical need are included within the setting.	Audit of staff training needs	To work towards all adults are to be trained in Paediatric first aid and Epi- pen administration.	Training is received and monitored regularly in order to meet children's needs.	Staff know who to contact regarding training and this happens in a timely fashion to minimally disrupt children's education.	Children with a range of medical needs can attend the setting.	Staff appraisal records and children's health care plans demonstrate a range of training to meet children's needs.
Teaching and learning						

1. Children access a broad and balanced EYFS curriculum	Potential barriers to accessing the curriculum are identified on entry or at key points throughout the year.	Reasonable adjustments to the environment/ curriculum and resources are made.	Adjustments to the physical environment are made to improve learning opportunities for all children.	The sensory room includes sound and movement activated panels. The outdoor area includes a range of resources to stimulate children senses.	Off-site learning opportunities are part of the curriculum for all children.	Children have access to range of specialist visits and experiences through a school and outreach network.
2. Children make better than expected progress.	Observation and assessment identify children's interests, strengths and learning needs	Children identified as making less than expected progress are identified.	Individual Support plans are completed to ensure a range of learning experiences are available to children.	Children are assessed on alternative assessment frameworks in order to ensure that all progress is documented.	All adults interchangeably use different assessment criteria and planning dependant on children's needs.	All children who are not making progress are quickly identified and supported enabling them to make better than expected progress within the right assessment framework.
School estate – minor capital expense						
1. Sensory room meets a wide range of needs.	The sensory room includes switch operated equipment	This supports the development of a range of play and learning skills for most children.	Shelving and appropriate storage to be installed.	Storage will provide space for collections of sensory objects which can be used to meet a range of children's needs.	The sensory room to include sound and movement activated panels and eye gaze technology.	Children with physical, visual and hearing impairment can use the room to develop their play and learning skills.

2. Changes to the outside area to provide improved access.	Risk assessment and audit of outdoor environment to identify barriers to access.	Barriers identified see medium/ long term and major capital expense items.	Sensory/ wild garden to be designated and cultivated.	Opportunities for digging/ feeling/ smelling/ tasting/ growing to be provided.	Pathways on grassed areas.	Pathways would ensure safe movement in all weathers and minimise slips, trips and falls.
School estate – major capital expense Abbey Green Nursery School Only						
1. Changes to the outside area to provide improved access and range of learning experiences for the newly designated provision.	Resurface the outdoor area	A new surface would support children to move more safely around the outdoor area and minimise slips, trips and falls.	Lift to be installed in the outdoor area.	Lift would improve access to the top garden for children with physical difficulties or specialist equipment.	Sunken trampolines installed to provide a range of learning experiences.	Children would be able to meet a range of learning and sensory needs with the trampolines.

Signed by

School _____

_____ SEN Governor Date:

_____ Head teacher Date:

_____ SENCO Date:

This policy will be reviewed annually/updated every three years