

**Chapel Street Nursery School:**  
**Accessibility Plan**

Approved by GB	Date: 7 February 2017
Signed by Chair	Signature: M. S Street
Due for Review	Date: February 2019

**“Inclusive provision is open and accessible to all, and takes positive action in removing disabling barriers so that disabled and non-disabled children can participate” Alison John**

**“Inclusion is access plus respectful relationships”  
Pippa Murray**

### **Introduction**

The SEN and Disability Act 2014 extended the Disability Discrimination Act (1995) to cover Education. Since September 2002, the Governing Body has had three key duties towards disabled children, under Part 4 of the DDA.

- Not to treat disabled children less favourably for a reason related to their disability
- To make reasonable adjustments for disabled children so they are not at a substantial disadvantage
- To plan to increase access to education for disabled children.

This plan sets out the proposals of the Governing body of the school to increase access to education and care for children in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled children can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled children can access education and care
- Improving the delivery to disabled pupils of information that is provided in writing for children who are not disabled

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary.

In our role as a Nursery school, we have lots of people coming to use the site, not just children. We aim to make our school accessible to all, including children, parents, staff, families, visitors and other stakeholders. This policy reflects this, and comments may be made about specific groups, or the generic term “people” may be used to cover all of them.

The term “educare” will be used to cover the education and care that we provide for the children.

## **Vision and Values**

We strive to make Chapel Street as inclusive as we can, with regard to staff, children, parents and visitors. This is not just in the physical sense, eg the building, but in our knowledge, skills, attitudes, policies and procedures. We feel that, in as many ways as possible, we should make differences to avoid others feeling different.

This school promotes inclusion and will take all reasonable steps to ensure that children with a disability are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interests of the pupil and to maximise educational opportunity. We want to remove all barriers that disabled people may come across in our school, and provide access to all relevant activities for all site users.

Disabled children should have the right to be part of any play/education they choose-and through focusing on what works in including disabled children we will uncover what works in including any child.

We want to ensure that the outcomes and achievements for all children are not lessened due to any disabilities they may have. We will seek outside support to ensure that we are fully aware of a child's needs-whether that is from health visitors, therapists, paediatricians, LEA support staff, the Disability resource team and so on. We will be proactive in seeking to increase our knowledge constantly, in order to meet any need that may arise.

We want everyone to have Equal opportunities and equal access in our school, and we are aware that we may have to work harder for some people in order for that to happen.

Written information about each child will include details about how best to meet their needs, procedures for any care or medical requirements, and a risk assessment/ personal care plan where appropriate.

## **Information from pupil data and school audit**

At any one time, Chapel St. takes up to 16 children aged 3-5 years with severe and complex needs. We receive funding from the Children and Learning Dept. in Luton, to provide extra staffing to support the children. This allows us to be fully inclusive of all children. All staff provide educare for all the children and receive relevant training to enable them to provide effective support.

We agree with Early Intervention and are happy to take children with special needs from 2 years upwards.

We keep individual profiles on the progress children make during their time at our school, including disabled children. The progress is scored each term to show progression and value added data, which is scrutinised to highlight any issues. These then feed into the next year's school plan. So if it was found that disabled children had not reached the expected levels in the Early Years foundation stage curriculum, we would discuss why that was, and make changes. At the daily staff meeting discussions take place on the activities that individual children access, so that if it was felt that a particular child wasn't taking full

advantage of what was on offer for whatever reason, changes would be made for the next day. All this information would inform the accessibility plan.

We are usually aware of some of the needs of the children who will start at our school at the age of three. This may be through referrals from the Early Years Special Needs support team, alerts from the Early Years panel, or because the child has already come to our stay and play sessions or attended our Under 3's provision. This enables us to put in place some plans, resources or staff ready for when the child starts.

The school accessibility audit concluded that we were in advance of many schools, which was impressive as we have to deal with the constraints of a Grade II listed building. Since then, we have made further improvements, such as a ramp at the main entrance, door bells at wheel chair level, a disabled toilet for adults and a hoist for lifting disabled children.

We are constrained also by the issues of keeping the children safe within the building and grounds. This means that we have to have door handles out of the children's reach-which also means that people in wheelchairs would not be able to reach them.

### **Views of those consulted during the development of the plan**

Consultation has taken place with staff, parents, Governors, children and other stake holders, including the LEA SEN advisory team, therapists, local paediatrician and so on. People's comments were generally very positive.

### **Main priorities of the school plan**

#### **Increasing the extent to which disabled children can participate in the school curriculum**

- We will continue to make attempts to identify and deploy sources of funding where necessary to support the inclusion of children, to purchase resources or equipment for them.
- We will develop necessary skills to communicate effectively with each child, and encourage all children to develop ways of communicating with each other
- We will use positive language and be confident in explaining why that terminology is preferred. The terms 'disabled children' and 'non-disabled' will be used rather than 'special needs' and 'normal' or 'able-bodied'.
- Our policies and documents will reflect our inclusive ethos.
- Pictures, equipment and resources will reflect disabled people's lives as part of a wide representation of children's differing backgrounds and experiences.

#### **Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services**

We have worked hard to make the physical environment accessible to all, but we are aware that there is always more work to be done. Within budgetary constraints we will make reasonable adjustments on an annual basis.

#### **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

We will provide information in alternative formats within a reasonable period of time if requested by pupils or their parents.

As the children are under 5 years old, written information is not high on their agenda. We already use the Picture Exchange Communication system (PECS) for children with communication difficulties, and would be happy to train our staff in other communication methods such as Bliss if the need arose.

Our family worker has done a course on how to make newsletters and posters accessible for people who have English as a second language or poor reading skills and is adept at adding pictures and diagrams to make them more easily understandable.

Staff are expected to show letters to the Headteacher or Deputy before sending them home. This is to ensure that spellings are correct and the meaning is easily understandable. Staff will help parents/carers to fill in forms if asked.

### **Making it happen**

When we appoint new staff, it is always made clear on the information letter, job description and personnel specification that we want all staff to fit in with our inclusive nature. We are also inclusive in appointing staff. We provide training to help all staff develop their skills and competencies in working with disabled children and adults.

We report termly to governors on the achievements of children with disabilities for monitoring purposes.

Staff are expected to be pro-active in pointing out issues or improvements to the physical environment, resources and equipment.

### **Management, co ordination and implementation**

The Senior Management team all work to oversee the co-ordination, management and implementation of this policy. The Senco and Headteacher play a major role in moving things forward.

### **Getting hold of the school plan**

Our school will report annually on the accessibility plan in our annual Governor's report to parents, which as a Nursery School we are required to send out to parents.