

**Definition of special educational needs:**

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

The SEN Code of Practice (DfES, 2001) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above 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 special educational provision**

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

**Stoneyholme Nursery School** has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place on 17 March 2014 and should be read in conjunction with the Access Audit.

Our special educational needs policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

**1. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting.

The school curriculum is regularly reviewed by the Head teacher to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels

**2. Sensory and physical needs**

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

appropriate seating, acoustic conditioning and lighting  
 adaptations to the physical environment of the school  
 adaptations to school policies and procedures  
 access to alternative or augmented forms of communication  
 provision of tactile and kinaesthetic materials  
 access to low vision aids  
 access to specialist aids, equipment or furniture  
 regular and frequent access to specialist support.

**3. Reasonable adjustments**

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

**The building and grounds:**

audio-visual fire alarms  
assistance with guiding.

**Teaching and learning:**

a piece of equipment  
extra staff assistance  
an electronic or manual note-taking service  
readers for pupils with visual impairments.

**Methods of communication:**

a piece of equipment  
the provision of a sign language interpreter, lip-speaker or deaf-blind communicator  
induction loop or infrared broadcast system  
videophones  
readers for pupils with visual impairments.

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.

Signed by

Head Teacher \_\_\_\_\_ Date: \_\_\_\_\_

**Priority Ratings****Priority A:**

would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

**Priority B:**

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

**Priority C:**

Where action is recommended within 12 - 24 months to improve access.

**Priority D:**

a long-term plan.

**KEYS FOR COSTS**

Budget costs have been included in the form of bands.

N - None

M - Minimal

OG - Ongoing Maintenance

ST - Structural Change

Please note cost keys are indicative only and that Ea-Audits cannot be held liable for any misinterpretations.

Item	Areas	Recommendation	Priority (A)	Priority (B)	Priority (C)	Keys for Costs	Target Date	Date Achieved
1	<b>Approach to School and Summary</b>	Liaise with the local council and ask them to improve the condition of the pavement which is the access route to the school gates.		X		N	2014	
2		Place a sign on the pedestrian gate showing the location for disabled access. Direct disabled visitors to the gates further down which give level access to the school building.	X			M	2014	
3		Make a gate through the green fencing and mark out a safe pedestrian walkway through the car park.	X			M	2014	
4		Ensure that pathways provided are kept clear of grit and gravel which could present a trip hazard	X			N	ONGOING	
5	<b>Car Park</b>	Provide one designated disabled parking space in front of the gate shown in 1.7 of the access audit. Provide a safe route from this accessible bay to the designated Disabled Entrance. This pathway should be 1200 in width . Put in place an enforcement plan.	X			M	2014	
6		Place signs in front of the disabled car park space. For wheelchair users signs should be placed between 1000mm and 1100mm above floor level.	X			M	2014	
7		Place a directional sign at the entrance to the school grounds showing the location of the disabled car parking.	X			M	2014	
8		Mark out safe pedestrian routes using the illustration shown in 1.6	X			M	2014	
9	<b>External Ramp</b>	Provide a further handrail to the ramp at the front of the school			X	M	2016	
10	<b>External Steps</b>	Paint nosings on steps and add handrails. Alternatively a better idea would be to replace the steps with a ramp so that the lower garden area is accessible to everyone.		X		OG	2015	
11	<b>Main Entrance Door</b>	Enlarge the sign on the bell inside the waiting area to enable it to be seen better.	X			N	2014	

Item	Areas	Recommendation	Priority (A)	Priority (B)	Priority (C)	Keys for Costs	Target Date	Date Achieved
12	<b>Lobby and Reception area</b>	Constantly review your signage to ensure the criteria are being met. "signs should form part of an integrated communication scheme that gives clear directions, information and instructions for use of a building" – BS 8300:2001. Tactile signage makes visual information accessible to blind and partially sighted people. Accessible maps and signs ensure blind and partially sighted people can find their way around your school. This is a legal requirement to make sure your signage doesn't exclude people from accessing your school. Any new signs should be designed to meet the requirements of the Sign Design Guide. This is published by the JMU & Sign Design Society			X	OG	2016	
13		Ensure that missing bulbs and fluorescent tubes are replaced as soon as possible as part of your ongoing maintenance programme.	X			M	ONGOING	
14		Purchase a portable hearing loop system and display the sign showing you have this facility		X		M	2015	
15		Clear the hallway outside the disabled toilet as it is blocked with stacks of chairs.	X			N	ONGOING	
16	<b>General Classrooms</b>	The long term plan should be that acoustic ceilings are installed to all classrooms as part of their refurbishment and they should certainly form part of any new classrooms proposed to any further redevelopment of the site			X	OG	ONGOING	
17		Ask the caretaker to check every door for noise levels regularly and adjust accordingly when necessary	X			N	ONGOING	
18	<b>Signage</b>	As new signage is introduced, incorporate tactile signage. It is always a good idea to keep signage in schools as uniform as possible			X	OG	ONGOING	
19	<b>WC's General Provision</b>	When redecorating achieve good contrast between wall surfaces and fittings. Do not use white fittings on white walls.			X	OG	2016	
20		Replace all knob style taps to lever or push taps			X	OG	2016	
21	<b>WC's provision for disabled users</b>	Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff			X	M	ONGOING	
22		Place a pictorial disabled toilet sign on the door.	X			M	Easter 2014	
23		Install signage indicating route to accessible toilets	X			M	2014	
24		Install a coat hook in accessible toilet			X	M	2016	

Item	Areas	Recommendation	Priority (A)	Priority (B)	Priority (C)	Keys for Costs	Target Date	Date Achieved
25		Fit a mirror which a person in a wheelchair can use	X			M	Easter 2014	
26		Fit a grab bar to the back of the door.	X			M	2014	
27	<b>Means of Escape</b>	Fit a Beacon/sounder system to the accessible toilet.	X			M	2014	
28		Remove any obstructions on escape routes daily	X			N	ONGOING	
29		Ensure fire doors are in working order and there are no obstructions on the outside	X			N	ONGOING	
30		Provide wheelchair handling training to teachers and caretakers	X			N	ONGOING	
31		An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	X			N	ONGOING	
32		Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required	X			N	ONGOING	