

Howard Street Nursery School **Accessibility Plan**

This accessibility plan will show how we ensure that the provision at Howard Street is fully inclusive for children and parents.

Introduction:

This plan is drawn up in accordance with the planning duty in the disability discrimination SEN and disability Act 2001 (SENDA). It draws on the guidance set out in the "Accessible access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):
"A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities".

Key Objective:

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles:

- Compliance with DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises it's duty under the DDA (as amended by SENDA):
 - * Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
 - * 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
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents and child's right to confidentiality;
- The 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; and endorses the key principles in the revised EYFS framework, 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 children

This section outlines the main activities the school undertakes, and is planning to undertake, to achieve the key objective (above)

We also have duties under the Single Equality Act 2010. The plan sets out proposals of the Governing Body of the School to increase access to education for disabled pupils in three areas required by the planning duties in the DDA. These are:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

This accessibility plan is resourced, implemented, reviewed and revised as necessary and reported annually.

a) Education and Related Activities

The school will continue to seek and follow advice of the LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts etc.

b) Physical Environment

The school will take account of the needs of children and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings, etc.

c) Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested, etc.

Linked Policies:

This plan will contribute to the review and revision of related school policies e.g.

- The School Development Plan
- Staff Development Plan

- Single Equality and Community Cohesion Policy
- SEN Policy
- Curriculum Policies
- Medical Policy
- Admission Policy
- Complaints Policy and Procedures
- Safeguarding Policy
- Transition Policy
- Behaviour Policy

Our commitment

Howard Street Nursery School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their disability.

We are committed to promoting equality of opportunity for disabled pupils, staff and other users of our services so they can have equal access to all our school and its services. This policy is a statement of our commitment and shows clearly how we will work over the next three years to achieve our goal.

We will continue to review our policies, practices and procedures so that they do not adversely affect anyone because of their disability. By also building this into our curriculum, working and procurement processes we will expect others to do the same.

Our achievements

We have had policies in place for a number of years and established an ethos of respect and equality for all users of the service.

- All areas of the nursery have disabled access including disabled toilet facilities for parents and visitors.
- Good use of support staff including use of signing and visual support to aid communication.
- Daily risk assessments as staff prepare the nursery for the children.
- Regular updating / consulting of risk assessments as appropriate.
- Staff understanding and awareness of necessary risk assessments re food allergies.
- Gates / doors painted different colour as an aid to visual impairment.
- Ongoing SEND training for staff to raise awareness of SEND issues. Most recent training received is ASD in the early years.

Our Aims and objectives (refer to action plan for additional areas to develop and details)

We have identified a number of specific actions designed to promote positive attitudes towards disabled people. We have committed to:

- Reviewing images around school and resources to ensure that positive images of disabled people and their abilities are used in our promotional material and publications;
- Curriculum activities raise awareness and improve understanding of disability issues amongst pupils e.g. through the PSE curriculum
- Auxiliary aids will be purchased or borrowed to ensure disabled pupils have fair access to lessons.
- Disabled people always invited to interview under recruitment and selection procedure.
- Review the changing facilities for use with disabled children.

Date: Spring 2018 Review/update where necessary annually
Main Review Date: Spring 2021

Signed:

Chair of Governors

Signed:

Headteacher

Action Plan and Timescales

Area	Actions	Strategy	When	Outcome Criteria
Improvements in access to the curriculum	Training the staff in the identification of and teaching children with ASD and other specific learning difficulties.	Staff attend appropriate training. Training from RANs team.	Ongoing, in-line with appraisals.	Children with SEND are successfully included in all aspects of school life.
	All enhancement activities are planned to ensure they are accessible to all children.	Review of all areas to ensure compliance with legislation.	Ongoing	Access to all areas for all children.
	Ensure appropriate deployment of staff.	Identify specific areas of learning for particular children for children to ensure their needs of met.	Ongoing	Ensure access to ALL activities for ALL children
	To improve provision for children with SEND when children are having group time.	IEP intervention opportunities, effective inclusion in group time activities with support.	Ongoing	All children included in group time, individual children's needs met, effective use of time/opportunities to meet individual children's needs.
	Optimise pupil involvement and communication of routines	Use of visual timetables across the school	Ongoing	Children refer to visual timetable independently and recognise the symbols. Thus increased access to provision.
To ensure all staff are aware of curriculum	Share IEP information with staff.	Ongoing and as necessary	All staff aware of curriculum access needs for	

	need access for SEND children.	Information shared at whole staff meetings as identified children begin at Nursery. Information shared at individual team level.		individual children. All staff are aware of individual care plans for children with specific medical needs.
To improve physical environment of the school	<p>To review buildings and conditions survey.</p> <p>Review the annual intake of children to ensure that those with physical needs – adjustments are made to improve their accessibility.</p> <p>To create a quiet area/room for children to go when they are overstimulated.</p>	Use the one-to-one room, install a pop up tent and cushions, include lights and bubble tubes.	<p>Long term</p> <p>Medium term</p> <p>Summer term 2018</p>	<p>Ensure the building is accessible to parents, children and staff with SEND. Reasonable adjustments made for individual children.</p> <p>Children feel they have a safe place to go to calm down and have their sensory needs met.</p>
Improving the delivery of written information at Howard Street Nursery School	<p>Review information to parents/carers to ensure it is accessible. Produce newsletters, school brochure, surveys and questionnaires in alternative formats e.g. large font as is necessary. Seek advice from outside agencies such as</p>	Consult with parents and carers access needs when child is admitted to nursery.	<p>Ongoing</p> <p>Ongoing</p>	<p>Parnts/carers receive information in an accessible format.</p> <p>Appropriate and effective provision</p>

	RANs, interpreters Healthy Young , Children's centre, when necessary in providing assistance for children with SEND.			made for children with SEND.
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