



Policy

Accessibility Plan

Statutory or Non Statutory	Statutory
Frequency of Review	Every Three Years
Last Review	November 2018
Next Review	November 2021
Website	Yes

Vision Statement:

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”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) 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 Canterbury 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) 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.
- 2) Canterbury 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.
- 3) The 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 children with a disability are as equally, prepared for life as are the able-bodied children; (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 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 reading books and information about the nursery school as well as specific events organised within the school. The information should be made available in various preferred formats within a reasonable timeframe.
- 4) Canterbury Nursery School’s Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 5) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 6) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Policy
 - Equality Policy
 - Health and Safety Policy

- PACT HR Appraisal Policy
 - School improvement plan (waiting for this information)
 - Inclusion Policy
- 7) 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.
 - 8) The Accessibility Plan will be published on the school website.
 - 9) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee
 - 10) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
 - 11) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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”.

Activity:

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objectives:

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisors and SEND inspectors/advisors, and of appropriate health professionals from the local NHS Trusts etc. [See checklist provided on page 29 DfES Guidance “Accessible Schools: Planning to increase access to schools for disabled pupils”]

b) Physical environment

The school will take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities and fittings etc. [See checklist on page 30 of DfES Guidance].

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. [See checklist on page 30 of DfES Guidance].

Access Audit

- The school is a single story building over two levels with wide corridors which is accessible by both stairs and a lift. It has one main entrance and several access points to the outdoor play area. Corridors are spacious and well lit.
- It is split into two learning suites:
 1. The Meadow - 2-3 year olds and both younger children and those with physical needs.

2. The Woodland - 3-4 year olds with a break out room for children with SEND doing both their Nursery and Reception years.
- The main entrance features an automatic door that is fully accessible to wheelchair users. All doors internally are suitable for wheelchair users.
 - There is a disabled toilet facility on the second level which is accessible by the lift. All learning suites have changing facilities with accessible beds.
 - The school has internal emergency signage and escape routes are clearly marked. Personal Evacuation Plans are created for all children with SEND who would need extra support leaving the building safely for whatever reason.
 - All rooms and resources are audited for access and suitability.

Management, Coordination and Implementation

- We will consult with experts when new situations regarding pupils with physical disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with families and the local authority

ACTION PLAN

Aims:

1. To continue to develop access to the broad EYFS curriculum for children with SEND. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the Nursery school for children with SEND.
2. To improve the physical environment of the nursery school to increase the extent to which disabled children can take advantage of the facilities offered and support their education

	Targets	Strategies	Success Criteria	Timeframe	Goals achieved
Short Term	To ensure all children are fully included in daily Nursery life and making accelerated progress.	<ul style="list-style-type: none"> • Addition of an Immersion system • Black and White soft play equipment to support children with visual impairments and sensory processing issues • Extra learning spaces for children with SEND to use at key times (Glade) • Room layout and adaptations to allow extra equipment for children with physical needs (Ladybirds) • Lockers relocated to provide storage space for equipment • Resources throughout the Nursery to ensure all children are able to learn and make progress whilst at Nursery. 	All children are included and make accelerated progress in Nursery.	By Dec 2019	

		<ul style="list-style-type: none"> Commission of a Level 6 Speech and Language therapist to support children with communication delay once a fortnight. 			
Medium Term	To ensure external grounds are fully accessible to all.	External work on: <ul style="list-style-type: none"> Forest School area Meadow and Woodland Suite outdoor areas. 	Suitable soft surface and outdoor equipment for all children and adults.	By Feb 2019	
Long Term	To support children to access inclusive education once they get to statutory school age.	Development of a Key Stage One Suite at Canterbury Nursery with the support of Horton Park Primary School.	Children are supported to make progress and transition into appropriate settings at the end of KS1.	By Sept 2019 – July 2021	

Confirmation the Policy in respect of Canterbury Nursery School and Centre for Children and Families has been discussed by the Governing Body

Signed by:

Chair of Governors: Date:

Executive Head / Head of School: Date

Agreed at the Governing Body Meeting on: