



# Accessibility plan

Approved by:  
Chair Governor  
Mark Ryan

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Last reviewed on:

Next review due by:

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Discriminatory Disability Act 1995:

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Date to complete actions by	Success criteria	Evaluation
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#### quality and Inclusion

to ensure that the Accessibility Plan becomes an annual item at the FGB meetings,	Clerk to governors to add to list for FGB meetings.	EHT to create our school Accessibility Plan.  EHT to ensure clerk has it as an annual item at the governor meetings.  EHT to evaluate and update actions.	Annually	The Accessibility Plan will be reviewed annually.  Adherence to legislation.	
to ensure children with medical conditions and/or	At present the Key Workers get all medical information at Home Visits. This information is shared	All staff to ensure they gather all medical information before the child	On going	All staff will have an awareness of all children with medical	

<p>physical/learning needs are known to staff and education/care needed is clear.</p>	<p>with all staff during a whole staff meeting in September. The HT then records all medical information and displays it in the Nursery. The SENDco monitors and reviews all updates.</p> <p>See the WNSF medicines policy for details around training for staff to meet children's complex medical needs.</p>	<p>starts at Nursery.</p> <p>All staff to meet together and share medical information.</p> <p>SENDco to write up medical information (with child's photograph) and store in the child's record of achievement and in the provision in which the child is in e.g. 2-3's</p> <p>SENDco to keep all staff up to date.</p> <p>SENDco to plan a meeting with all staff each time we have a new intake of children to update medical information.</p>		<p>conditions and children who require additional support with their physical or learning needs.</p>	
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**Environment**

<p>to keep all pathways leading to nursery and main entrance safe and clear at all times.</p>	<p>At present pathways are mostly clear. In the winter months the paths are gritted when the paths are frozen.</p>	<p>Use grit during colder months to reduce possibility of slipping on the front, back and garden paths.</p> <p>Remove litter from pathways.</p> <p>Ensure all toys are cleared off the paths.</p>	<p>November 2017</p>	<p>Pathways clear and safe for people to use.</p>	
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improve and maintain access to the physical environment.	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• Door widths</li> </ul>	<p>Ensure ramps and paths are clear of toys at all times for easy access.</p> <p>Ensure disabled toilet is clear at all times.</p> <p>Ensure all pupils can easily maneuver round activities set up in the Nursery.</p>	On-going	The Nursery is easily accessible to all pupils including those in wheel chairs.	
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## Curriculum

increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the EYFS curriculum.</p> <p>Progress is tracked for all children, including those with a disability.</p> <p>Targets are set effectively and are appropriate for children with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all children.</p>	<p>EHT/ Teacher to buy Curriculum resources which include examples of people with disabilities.</p> <p>EHT to continue to track children's progress.</p> <p>SENDco to share children's individual educational targets with all staff.</p> <p>Teacher to ensure all staff differentiate their learning to ensure the curriculum is accessible and challenging for all children.</p>	On-going		
ensure the curriculum celebrates that we are all different yet	As a Nursery we work hard to develop children's Personal, Social and Emotional	Ensure all staff continue to celebrate all children's strengths.	September 2018	The children will learn to grow up in a diverse community where they celebrate and accept all	

qual and have individual strengths.	Development. We celebrate various cultures and festivals throughout the Nursery year.	Encourage parents to share their child's home achievements. Expose children to stories and resources that include people with disabilities. Continue to celebrate different cultures.		individuals regardless of race, disability etc.	
to provide specialist equipment to promote participation in learning by all children	The Nursery buys equipment/resources as they are needed to ensure all children can access learning at our Nursery.	To continually review equipment and resources.	On-going	All children can access all learning opportunities at Nursery.	

## Sharing Information

Ensure all information is easily accessible for all.	The EHT sends all letters out to all parents. At present letters are only sent in English and where possible in Polish.	Identify different languages in school and offer to support our EAL families to understand our letters/newsletters. Ensure information is given to all families and also display for families that may have missed information. Verbal reminders for school closure/holidays/special days.	On-going	All parents can access all information	
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#### **4. Monitoring arrangements**

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be approved by The Governing Body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEN) information report
- WNSF Medicines Policy
- Inclusion Policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

