



# Accessibility Plan

**Date of last review: October 2021**

**Date of next review: October 2024**

**Reviewed by: Governing Body**

This policy will be reviewed sooner if there is a change to legislation or guidance which may affect it. All stakeholders will be informed of any changes.

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## Introduction

The Equality Act 2010 requires that schools and Local Authorities carry out accessibility planning for disabled pupils. These are the same duties which were previously set out in the Disability Discrimination Act (DDA) 1995 and have been replicated in the Equality Act 2010 (which now replaces the DDA).

This plan is drawn up in accordance with the planning duty set out in the Equality Act 2010 and also references the SEND Code of Practice Jan 2015. It also draws upon the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by DfES in July 2002 along with the DfE document "The Equality Act 2010 and Schools" (May 2014).

The governing body of all schools have three key duties towards disabled pupils:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils.

## Definition of Disability

Children falling within the definition of disabled will have a wide range of needs and requirements. Disability is defined by the Equality Act 2010 as:

'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 where possible, eliminate barriers to accessing the curriculum and to full participation in Whitecross Nursery School for children and prospective children with a disability.

**Principles:**

Compliance with the Equality Act 2010 is consistent with Whitecross Nursery School's aims and equality policy and the operation of the school's SEND policy. We recognise our duty under the Equality Act 2010:

- Not to discriminate against disabled children 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.
- To publish a SEND report.

**Activity:**

This section outlines the main activities which Whitecross Nursery School undertakes and is planning to undertake, to achieve the key objective (above).

**To increase access to the curriculum:**

Whitecross Nursery School is responsible for providing a broad and balanced curriculum, differentiated to meet the needs of individual children and their preferred learning styles.

Whitecross Nursery School is inclusive and allows all children, whatever their physical need, to be able to access all areas of the provision. We have resources around the environment to support all children to access all areas and we focus on inclusion rather than restricting or withdrawing children with any additional needs. In our provision we have a wide range of resources to support sensory needs such as weighted blankets, ear defenders, mood lighting and quiet spaces to support all children. External doors are wide and level with no steps to ensure access

We provide an additional provision to enable children with learning difficulties to access the curriculum through the SEN framework and this will cover many children with a physical disability.

In focussing on this part of the duty, Whitecross Nursery School will consider the needs of a range of disabled children and prospective children. Admission arrangements will be published on the school website along with our SEND report and a copy of the Accessibility Plan. We will make reasonable enquiries to find out whether children seeking admission have a disability through our admission procedures.

The school will continue to use a variety of approaches when planning and delivering the curriculum to draw on the differing strengths and aptitudes of the children. This could include using flexible grouping arrangements, including ones where children with disabilities can work in groups of various sizes.

We will also endeavour to ensure full accessibility to all activities which take place outside of Whitecross Nursery, both within and outside of school hours, for example local visits, day trips and school fayres, by considering the relevant factors set out in the SEND Code of Practice Jan 2015.

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 will continue to follow the advice of Local Authority services, such as specialist teachers, the Educational Psychology Service and of appropriate health professionals from the local NHS Trusts, etc.

We will access any appropriate staff training through the Course and Conference Programme.

#### **To improve the physical environment:**

The school will take account of the needs of children and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as; arranging furniture to allow for children to access areas as independently as possible, in particular those children who may depend on the use mobility aids.

Professional advice from the Sensory Team and Physical Support Service may be sought, on environmental issues and for any specialist equipment which may be required, if not already in school and we will also seek advice from Educational Psychologists, Advisory Teachers, STePs and Occupational Therapists.

Where necessary we will also access advice from Derby City's Asset Management Planning Team.

#### **To make improvements in the 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. The school will provide this within a reasonable period of time and in a format taking into account the views expressed by parents or carers about their preferred format.

The school will ensure all relevant information is available on the school website or on request. This will include the Admissions Policy, Accessibility Plan, Equality Policy, SEND Policy, SEND Report and a reference/link to the Local Authorities SEND Local Offer.

**Review:**

The Health and Safety and SEND governor will be responsible for reviewing this accessibility plan and it will go before the Standards Committee every three years. However, many of the ways in which the plan will need to adapt will depend on the disability which is presented (this will potentially vary annually with each new cohort of children) and will therefore be addressed by governors and staff as required.

**Linked Policies at Whitecross Nursery:**

- School Improvement Plan
- SEND Policy
- SEND Information Report
- Supporting Children with Medical Needs Policy
- Equality Policy
- Health and Safety Policy
- Admissions Policy
- Confidentiality Policy

Please also view the SEND Local Offer at – [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

## Accessibility Plan Grid

Physical Environment			
<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Review</u>
To ensure there are no physical barriers for any children or staff.	All areas of the school reviewed annually by SMT and SENDCO.  LA informed about any areas of concern. Progress of any identified issues is tracked.	Full physical access to the building for all.	Annually or sooner if new pupil with additional needs joins the school.
Curriculum			
<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Review</u>
To raise staff awareness of range of disabilities in present year's cohort of children.	Staff receive regular updates from SLT.  Staff to receive appropriate training where necessary.	Staff awareness and confidence.	Termly reports to governors on SEND and any training accessed.
To ensure all pupils are able to access the EYFS at an appropriate level.	Planning discussed and monitored with individual and groups of children in mind.	All children can access full curriculum.	Data results continually scrutinised through formative assessment which is ongoing and includes all staff. Summative assessment will provide regular data to share with governors, LA, Ofsted and other agencies as required

To ensure differentiation is in place.	Continuous Provision is differentiated by teaching staff after each formative assessment. Differentiation is planned for by teaching staff and key persons for adult-led activities.	Staff discuss planning and progress weekly.  All children make progress at developmental level appropriate for them.	Review of progress data for groups of children from their starting points (low, typical, above) takes place at summative assessment points during the year.
To continue to monitor the well-being and involvement of all children using the Leuven Scales.	Assessments carried out by teaching staff and discussed by all staff.	All children engaged in optimal learning.	Annual audit shows well-being and levels of engagement of all children improve though the year.
To continue to use ECAM monitoring tool with children who may need interventions to improve their physical development.	Children identified through formative assessments, then additional assessments and interventions put in place if necessary.	All children progress well in the prime area of physical development.	Attainment and progress in Physical Development is reviewed at end of school year.
To ensure all interventions for children with additional needs are targeted appropriately in line with school procedures and that appropriate support from external agencies is requested.	SEND staff/Governors monitor MEP targets for individual children termly.	Standards improved.	Annually by staff/Governors as part of data analysis.
To ensure all school trips take into account children with additional needs.	Considered by teaching staff and SENDCO when organising school trips.	All trips fully inclusive.	Termly by SEND staff and Governor.

To ensure that in the course of planning for the following year, arrangements for both staff and children take account of all additional needs.	SMT and SENDCO become aware of needs of next cohort of children through our admission procedures. Meetings arranged with parents/other professionals involved. Home visits arranged where necessary.	Children and staff placed appropriately in Nursery.	Ongoing review during the school year to ensure needs are being met. Could also be included in staff appraisal and 'Settling in' meetings with parents/carers.
<b>Information</b>			
<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Review</u>
To make information more easily accessible for all parents.	Information is emailed to parents and available on the school website.	All parents are receiving information directly	Analysis of parental opinion via annual questionnaires will indicate how successful this is.
School website/information sent out may need to be translated into other languages.	To involve school translation service.	Access to information for parents/carers who do not speak English	Analysis of comments made by parents/questionnaire.