

## **WOLDINGHAM NURSERY CLASS**

### **ACCESSIBILITY PLAN**

#### **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 children can participate in the curriculum.
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled children.

Woldingham Nursery Class aims to treat all its children and parents fairly and with respect. This involves providing access and opportunities for all children and parents without discrimination of any kind.

At Woldingham Nursery Class 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 support every child as an individual. We are inclusive because we believe that it is good for everyone when all children, regardless of their needs, go to their local nursery school.

Woldingham Nursery Class is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Woldingham Nursery Class supports any available partnerships to develop and implement the plan.

Our complaints procedure covers the accessibility plan. If parents have any concerns relating to accessibility at Woldingham Nursery Class, this procedure sets out the process for raising these concerns

#### **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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

#### **Current good practice**

Access to the EYFS curriculum for children with SEND:

- We ask about any disability or health condition in early communications with new parents and carers.
- Woldingham Nursery Class offers a differentiated curriculum for all children to ensure that we meet the learning needs of each child.
- We work in a very holistic, child-centred way meaning that there are very few areas of the curriculum to which disabled children have limited or no access.

- We have highly skilled and qualified staff who have much experience in supporting children with disabilities.
- We use resources tailored to the needs of children who require support to access the curriculum.
- Curriculum progress is tracked for all children, including those with a disability.
- Targets are set effectively and are appropriate for children with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all children.
- We consult with experts when new situations regarding children with disabilities are experienced.
- We use Focus Improvement Plans to continually evaluate our own practice and to ensure we are fulfilling our aims.

### **Monitor and Maintain access to the physical environment:**

Disabled children participate in all activities and can access all areas of the building and are able to access the outdoor play area using the ramp.

### **Delivery of written information:**

Woldingham Nursery Class uses a range of communication methods to ensure information is accessible. This includes:

- Signs
- Large print resources
- Pictorial or symbolic representations
- Staff have close relationships with parents and we make an effort to speak to all parents who may have issues with reading.

### **Access audit**

The building is on one level, has wide corridors and suitable access points from outside.

The main entrance into the building is accessible to all.

All internal doors are wide enough for wheelchairs and the classrooms are arranged to allow room for wheelchairs or mobility aids.

There is a disabled toilet.

There is a ramp allowing children to access the outdoor play area.

On-site car parking includes two dedicated disabled bays.

The building has internal emergency signage and escape routes are clearly marked

### **Links with other policies**

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

- Risk Assessment Policy.
- Health and Safety Policy.
- Special Educational Needs and Disability (SEND) Policy.
- Supporting Children with Medical Conditions Policy.

**Action plan:**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

**Aim 1: To continue to develop access to the EYFS curriculum for children with SEND**

<b>Success Criteria</b>	<b>Staff Lead</b>
All policies clearly reflect inclusive practice and procedures	KC / ST
Attainment and achievement of children with SEND shows clear steps & progress made	SENCO Keyworkers
Children with SEND have full access to the curriculum	ALL
More able children reach their full potential	ALL

<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>
Review all statutory policies to ensure that they reflect inclusive practice and procedure and comply with the Equality Act 2010	As each policy comes up for review, check for compliance with the Equality Act 2010	On-going	KC
To finely review attainment and achievement of all children with SEND	Review ISPs · Scrutiny of assessment system · Break down steps of progress as necessary	Termly	SENCO
Ensure all children with ASD have access to the curriculum	Audit provision and practice · Write action plan based on findings · Re-audit provision and practice	Yearly As required	ST
Monitor the attainment of more able children	Update list of more able children · More able groups	Termly	ST

**Aim 2:**

**To improve the physical environment of Woldingham Nursery Class to increase the extent to which children with SEND can take advantage of education**

Success Criteria	Staff Lead
All children are able to engage in deep level learning at their own level	ST
Disabled parents are able to be involved in their children's learning	ST

Targets	Actions	Timescale	Responsibility
Ensure the environment is appropriately calming and conducive to engagement and focus for all children	<ul style="list-style-type: none"> <li>· Create spaces in and outdoors that encourage calming behaviour</li> <li>· Provide a wide variety of sensory spaces, resources, quiet areas</li> </ul>	On-going	ST  All staff to implement and monitor
Ensure disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>· Offer a telephone call to explain letters home for some parents who need this</li> <li>· Adopt a proactive approach to identifying the access requirements of disabled parents</li> <li>· Seek feedback/engage with parents/carers to improve</li> </ul>	On-going	Management Team  All Staff

**Aim 3:**

**To improve the delivery of information to children and parents with SEND**

Success Criteria	Staff Lead
All children are able to engage in deep level learning at their own level	ST
Disabled parents are able to be involved in their children's learning	ST

Targets	Actions	Timescale	Responsibility
Improve access to written information for children, parents and visitors	<ul style="list-style-type: none"> <li>· Raising awareness of font size and page layouts will support children/parents with visual impairments and reading difficulties</li> <li>· Auditing signage around the setting to ensure that is accessible to all</li> </ul>	On-going	All staff
Increase the presence of role models and/or images of disabled people	<ul style="list-style-type: none"> <li>· Encourage visitors and volunteers with SEND</li> <li>· Challenge preconceived ideas with images</li> </ul>	On-going	Management Team

**Monitoring:**

- Focus Improvement Plans
- Learning walks
- Specialist visits
- ASD audit
- Minutes of meetings
- Feedback from parents & visitors
- Feedback from children