

Stockingford
Early Years Centre & Library



Accessibility Plan

October 2018 - October 2021.

Passed and adopted by Governing Body:

Signed

Dated.....

Accessibility Plan

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 Plan will be monitored by the Headteacher and evaluated by Governors. The current plan will be appended to this document. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes, via its actions being included in the Schools Development Plan (SIDP). The intention is to provide a projected plan for a three year period ahead of the next review date.

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.

The Stockingford Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, 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 pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (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 after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils 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 pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Stockingford Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Ongoing training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. This Accessibility Plan should be read in conjunction with other school policies, strategies and documents:

- Business Continuity Plan
- Behaviour & PSED Policy
- Curriculum Policies
- Health & Safety Arrangements and Policy
- Equality Statement and Equal Opportunities Policy
- School Prospectus
- School Improvement Plan
- SEND/Inclusion Policy
- SEND Report

- School CPD policy and arrangements

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, (appendix 2) which remains the responsibility of the governing body. 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

Vision and Values: Stockingford Nursery School Disability Equality Scheme

We provide a welcoming environment for children, toddlers, and babies and their parents and carers from the Stockingford community, and at times from further afield to fulfil their potential, by sharing experiences and gaining support from each other, enabling them to develop a positive self-image.

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all children, families and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our children, parents and staff with disability.

We aim to raise awareness of other cultures and lifestyles and to provide equal opportunities for the whole community to make use of the facilities. We are proud of the rich diversity of our communities and it is this diversity which is at the heart of our Scheme. Our response to the needs of our children and parents with disability is a vital part of personalising learning for all.

The Early Years Foundation Stage practice guidance reminds us that all practitioners must meet the following principles:

- Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.
- Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- The diversity of individuals and communities is valued and respected. No child or family is discriminated against.
- Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.

Our Nursery School intake shows a broad range of needs and abilities, with up 40% of our children requiring additional support. The Nursery School supports a number of children with SEND at Targeted and Specialist Level. We have several parents, siblings and grandparents who would also meet these criteria.

Staff attend training as appropriate to meet the needs of the children, which is organised by the SENCO and the Area SENCO

School Sites: Stockingford Nursery School is modern and purpose built, providing good access for individuals with disabilities.

School trips are planned on the basis that all children/families are included.

Staff observe children as part of the ongoing assessment process within the school. These observations are then evaluated and the information is used to inform planning for all children. The curriculum is planned taking into account the needs of individuals and any accessibility issues.

The SENDCO plans individual programmes of work for identified children working closely with the key person for the child/family and teaching assistants.

Courses and workshops for adults are available to all. The School is very accessible to all users. Reception staff

are able to offer additional help and support to school users who have a disability. The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria.

The School is keen to support any individual who wishes to access further training and qualifications and offers a good volunteer programme, training placements and early years apprenticeships

Views of those consulted during the development of the Plan

The priorities and actions highlighted in this Plan have been informed by:

- Senior Management team and Governors commitment to an inclusive school and teaching centre.
- Discussions with staff.
- Discussions with school users.

Increasing the extent to which disabled children and adults can participate in the school curriculum and activities

The school ensures that the curriculum is planned in accordance with the Early Years Foundation Stage (EYFS) guidance and is differentiated to meet the needs of individual children. In the Nursery School, children are placed into small groups with a key worker and through careful observation of the children; individual plans can be put into place to assess and meet identified individual needs.

Both children and adults with disabilities are identified through our registration process and the necessary additional support can be put into place to ensure that they can access Centre services. The SENDCO works with staff to support them when they are working with identified children, including those with disabilities by:

- Preparing and instigating the individual plans and monitoring their effectiveness.
- Coaching and mentoring support staff.
- Identifying appropriate training to enable staff to be skilled in working with children with identified needs.

This practice is reviewed through weekly staff meetings and senior leadership monitoring.

We continue to raise awareness of disability through the EYFS curriculum especially in the theme of "The Unique Child - Inclusive Practice" and in the area of Personal, Social and Emotional development.

Registration and membership forms filled in by parents/carers of new children ask about access needs. Parents of new children are made aware that they can request letters, newsletters etc. in different formats (e.g. in Braille, in simplified language, on audio-tape or using a symbol system).

Alternatively, information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information. In addition various improvements are included in the Action Plan (see Appendix 1) in relation to improving signage (emergency procedures, internet safety, centre rules, health and safety etc.)

Getting hold of the Plan

The Plan is available in the following ways:

- Published on the school website.
- A copy can be requested from the school reception or alternatively we can email it to you.
- The plan can also be made available in different formats (e.g. in Braille, simplified language, on audio-tape or video-tape, using a symbol system) if required.

Making it happen- Current Good Practice

- The School is recognised by Ofsted as highly inclusive and is Outstanding in its provision of learning for all children.
- SEND is a standing agenda item at all staff meetings and governors are updated via the SENCO report each term.
- The registration process, completed by parents/carers of new children asks about access needs.
- Parents of new children are made aware that they can request letters, newsletters etc. in different formats (e.g. in Braille, in simplified language, on audio-tape or using a symbol system). Alternatively, information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information.
- In addition various improvements are included in the Action Plan (see Appendix 1) in relation to improving signage (emergency procedures, internet safety, golden rules, health and safety etc.)
- Management of Medicines- Policies and practice in place are effective for children with both short and long term needs and reviewed regularly. Staff have training and experience of delivering a range of medicines and therapies.
- We buy specialist equipment where it is needed, whilst recognising that we should continue to develop resources in this area.
- We reduce ratios and provide specialised support and learning programmes in relation to children's individual needs.
- We actively engage in research around best practice and new practice, to support all children's learning and improve the quality of the services we deliver.
- Our documentation processes are highly effective, ensuring that families do not have to repeatedly provide information to us.
- Our documentation of learning, and use of data, enhances children's progress. Children with SEND make rapid progress at our School.

Appendix 1: Access Plan

Stockingford Nursery School

Date: September 2018

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with families/ professionals to review potential intake each term	To identify pupils who may need additional to or different from provision prior to school entry	Ongoing	SENDCO / SENDCO assistant	Procedures/equipment / ideas set in place for each intake.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010 To comply with SEND Code of Practice 2015	Ongoing	SLT / Governors	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families, through share learning experiences	Ongoing	SENDCO /SLT/ all staff	Clear collaborative working approach. Vulnerable groups data shows good or better progress
To maintain close liaison with outside agencies for pupils with ongoing health needs.	To ensure collaboration between all key personnel	Ongoing throughout	SENDCO	Clear collaborative working approach
Promote site as being an accessible venue that can meet diverse needs of children, staff, parents and community users.	Update websites Improve signage at both sites, through SEND information report, and through our enhanced status as a WInCKS setting.	Ongoing	SLT	The whole of the site is accessible
To liaise with families/schools at points of transition	To assist receiving schools in planning for pupils who have been identified as having SEND	Summer term, following school places being confirmed	SENDCO / partner agencies	Families and schools well prepared for transition into Reception Year.
Access to Curriculum Create effective learning environments for all users. Ensure Children with SEND problems are supported through use of Communicate in Print across the School	SLT / Governor monitoring programme focuses on the needs of different users Develop skills related to intensive interaction, PECS & parental engagement in learning	Ongoing Inprint 3 staff training Autumn 2018	SENDCO /Nursery Teacher	SLT & Governor monitoring evidences effective learning environments Progress data/ Assessment against individual identified targets for Communication and Language for the SEND cohort is good or better

Appendix 2: Accessibility Audit: 2018 – 2021

Please answer all the questions in this audit. 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

Section 1: DISABILITY AWARENESS / TRAINING	Score 1,2,3,4	Comment
1. Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	2	Policy is shared and good practice discussed -identified staff attend equalities training and practice is disseminated
2. Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	1	Yes for a wide range of disabilities and medical needs,
Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM?		
3. Do all staff seek to remove all barriers to learning and participation?	1	Yes - Ofsted notes the highly inclusive practise, staff use a range of methods to support communication and differentiate to individual need. Supporting SEMH is a strength of the School.
4. Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	1	Yes - evidenced extensively in planning and IIP work Progress data evidences rapid progress for this group.
5. Are all children and young people encouraged to take part in music, drama and physical activities?	1	Yes- the EYFS curriculum is delivered though the medium of physical development and creative development
6. Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education	1	Yes - the curriculum is adapted to meet individual need, evidenced through observation, learning walks and communication audits.
7. Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	1	Yes – evidenced in planning, assessment, children’s meetings and observations of practice.
8. Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	1	Yes. We have a fully inclusive child-led curriculum, underpinned by ‘In the Moment Planning.’
9. Do you provide access to appropriate technology for those with disabilities?	2	Yes we use to support learning styles and engagement.
10. Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	1	1:1 support would accompany.
Section 3: HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT?		
11. Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	2	As required and where we know that families need additional support we offer it

12. Do you have the facilities such as ICT to produce written information in different formats? Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	2	Yes - would do so if needed. May need to buy technology, depending on what is required.
13. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	1	Yes - we think carefully about the ways in which we communicate
14. Is furniture and equipment selected, adjusted and located appropriately?	1	Yes and DSE audit undertaken annually

Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?

Number of teaching spaces		
5	1	All fully accessible.
15. Are pathways and routes logical and well signed?	1	Yes
16. Do you have emergency and evacuation procedures to alert ALL pupils?	1	Yes - Use of PEEPS where needed and BEEP includes section on accessibility
17. Is appropriate furniture & equipment provided to meet the needs of individual pupils?	2	Equipment can be purchased/loaned when required.
18. Do furniture layouts allow easy movement for pupils with disabilities?	1	Yes
19. Are quiet rooms/calming rooms available to children who need this facility?	1	The intervention space is readily available for all children.
GETTING TO THE BUILDING		
20. Are car park spaces reserved for disabled people near the main entrance?	1	Yes

Actions 2018-2021

- Continue to disseminate training to all staff
- SENDCO support to access SENDCO surgeries
- Inprint 3 to be fully embedded
- SCERTS training to be accessed by Headteacher and disseminated to all staff