



Horden Nursery School

Accessibility Plan 2023-2027

Date reviewed- Autumn 2023
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Horden Nursery School Accessibility Plan – 2023 to 2027

1. Vision Statement

2. Aims and Objectives

3. Current good practice

- Physical Environment
- Curriculum
- Information

4. Access Audit

5. Management, coordination and implementation

6. Action Plan

1. 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. The Plan will be monitored by the headteacher and evaluated by the relevant Governors’ committee.

At Horden 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.

The Horden Nursery School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. 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. The intention is to provide a projected plan for a three year period ahead of the next review date.

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.

Horden Nursery School is committed to providing an environment that enables full curriculum access that values and includes all pupils, 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.

The Horden 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 intention of the Horden Nursery School Accessibility Plan is to cover all three planning duties:

- **Improvements to the physical environment**

Under this planning duty we will need to consider the physical environment and aids to access education. This includes improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

- **Improving the way in which information is delivered**

This is the requirement to ensure that all information normally provided by the school be it handouts, reports, timetables etc can be made more accessible by providing it in various preferred formats, if required, within a reasonable timeframe.

- **Increased access to the curriculum**

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. Adjustments that would help disabled children access a meaningful curriculum might include: expanding the curriculum to ensure that pupils with a disability are as equally prepared for life as an able bodied pupil.

These can all be considered and included in a planned programme of improvements over time, to meet current and future needs of users of the school buildings.

2. Our Aims and Objectives

Our Aims are:

- Continue to develop access to the broad EYFS curriculum for pupils with
- a disability,
- Improve and maintain access to the physical environment
- Improve communication with pupils and parents/carers

Horden Nursery School acknowledges that every child is unique and is equally valued. Children with SEND each receive an education that allows them to achieve their full potential.

Our objectives are detailed in the Action Plan below

3. Current good practice

We currently ask about any disability or health condition in early communications with new parents and carers on registration, at our prestart open evening and induction day. We encourage parents to develop good relationships with their child's key person to enable sharing of information and openness.

Physical Environment

Disabled pupils participate in all activities. Some aspects of these activities present particular challenges, for example: lunch times for pupils with social/interaction impairments, school trips for pupils with medical needs. We always try to offer solutions to these barriers wherever possible by adjusting what we do. There are no parts of the school to which disabled pupils have limited or no access to.

Curriculum

There are very few areas of the curriculum to which disabled pupils have limited or no access, as we work in a very holistic child-centered manner. We have developed skills over time in supporting children with disabilities and where possible identified outreach staff are used to support. We are always happy to receive information and support from other professionals.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a one storey building. with wide corridors and several access points from outside. There is wide door access to all rooms.

On-site car parking for staff includes provision for disabled parking. Of the four entrances and exits in the school, three entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. Disabled toilet facilities are available in the entrance lobby. This is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

Action Plan

Aim 1 To continue to develop access to the broad EYFS curriculum for pupils with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake of	To identify pupils who may need additional to or different from provision for Sept 14 Intake	Sept, Easter Summer each year	HT EYFS teacher	Procedures/equipment / ideas set in place by Sept 2014.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Staff	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs.	To ensure collaboration between all key personnel	Ongoing throughout	HT TAs Outside agencies	Clear collaborative working approach Expected/accelerated progress for all children
To ensure full access to the curriculum for all	CPD for staff to recap and update support/advice for children with a	Ongoing	HT and all staff	Advice taken and strategies evident in

children.				Practice and environment. Expected/accelerated progress for all children
To ensure assessment processes allow small steps of progress to be measured for children with SEND	The use of earlier age bands in the EYFS/Developmental Journal to help develop more relevant learning opportunities and assessment of progress for children. A range of support staff Specific equipment sourced from other professionals as required/as appropriate.	Ongoing	HT All staff Outside agencies	Clear collaborative working approach. Inclusive practice and environment showing adjustments if needed Expected/accelerated progress for all children.
To monitor achievement and attainment for children identified with SEND	Ensure support plans are monitored and regularly updated with SMART outcomes. Recall meetings to update all staff Scrutiny of assessment system Regular liaison with parents/other professionals	Ongoing	HT All staff	Progress made towards support plans. Expected/accelerated progress for all children.

Aim 2: To improve and maintain access to the physical environment of the school

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of pupils, staff 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, and colour schemes, and more accessible facilities and fittings.	Ongoing	HT Governing Body	Enabling needs to be met where possible.
Ensure visually stimulating environment for all children	High quality display and attention to detail in all areas of nursery. Reducing busy environments and colour to support those children who may find this overwhelming	Ongoing	HT All staff	Warm and inviting environment maintained.
Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> Create access plans for individual disabled children as part of support plan process 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>As part of children's induction meetings information/requirements are sourced. Working with other professionals as required, for specialist training, resources equipment etc, identifying training needs and establish individual protocols where needed.</p>	<p>Ongoing</p>	<p>Head Teacher All staff Outside agencies</p>	<p>Ensuring all children's medical needs are met</p>
<p>To ensure environment is appropriately calming and conducive to engagement and focus for all children</p>	<p>To provide a holistic climate that thoughtfully plans the spaces, resources and an ethos that enables all children to engage in learning at a level according to their SEND needs.</p>	<p>Ongoing</p>	<p>Head Teacher All staff GB</p>	<p>A focused, purposeful environment Accelerated/expected progress for all children.</p>
<p>To ensure driveway, roads, paths around school are as safe as possible.</p>	<p>Communication with parents via safety messages /letters/walk to school week</p>	<p>Ongoing</p>	<p>Head Teacher All staff GB</p>	<p>No accidents, a safe area for all</p>

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for identified children, including visual timetables/now and next cards. Working with other professionals as required	Ongoing	All staff	ASD children able to access curriculum.
To enable improved access to written information for pupils, parents and visitors.	Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing signage around the school to ensure that is accessible to all is a valuable exercise.	Ongoing	HT	Improved access to information
To review children's records ensuring school's awareness of any disabilities	Information collected about new children includes SEN needs Recall meetings- sharing up to date information with staff	Ongoing	HT and all staff	All staff aware of SEND children in their key group and wider nursery
To ensure all school information is available in alternative formats as and when required	Ensure this option is noted on documents/website etc	Ongoing	HT, office staff	Improved access to information