

Accessibility Plan

Oxclose Nursey Nursery



Executive Headteacher: Daniel Harrison
Head of Nursery: Jeanne Taylor
Chair of Governing Body: Pamela Sneath

Date: September 2021

Date for review: September 2024

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 of Nursery at Oxclose Nursery School. The Plan will form part of the School Development Plan and will be monitored by the Head of Nursery and evaluated by the relevant Governors’ committee.

At Oxclose 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.

1) The Oxclose 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.

2) 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.

3) Oxclose 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.

4) The Oxclose 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 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 reading books and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy

- Health & Safety Policy
- Equality Plan
- School Booklet
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, 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 of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved by Head of Nursery:

Date:

Chair of Governors:

Date:

2. Aims and Objectives

Our Aims are:

To Continue to develop access to the broad EYFS curriculum for pupils with a disability,

To Improve and maintain access to the physical environment

To Improve the delivery of written information to pupils

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 during home visits and settling in sessions in nursery. 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 a few parts of the garden to which disabled pupils who need wheelchair access, have limited or no access at the moment, due to the ground layout including the woodland embankment with steps and steep hills.

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 centre manner. We have developed skills over time in supporting children with disabilities and have a dedicated team of outreach staff who have expertise in this area. However, some areas of the curriculum still present particular challenges, for example: Physical development for pupils with a physical impairment. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

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 (e.g. picture cards), parents (e.g. large print on letters) 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 entrance/exits and to the main nursery room and two-year-old room. Group rooms are accessed through standard sized doors. There is a narrow corridor leading to the dining area.

Of the two entrances and exits in the school, one entrance to the school is flat and ramped and all have wide doors fitted. One entrance/exit to the garden room has a small step. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. **We have an Induction loop system at reception to support people with hearing disabilities.**

Disabled toilet facilities are available in the entrance lobby and are fitted with a handrail and an emergency pull cord.

On-site car parking for staff includes provision for disabled parking. 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.