Nell Gwynn Nursery School

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Accessibility Plan

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Document Purpose

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognizes what is already in place in our setting and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the Schools Improvement Plans, updating the School's SEND Reports, regular and ongoing consideration of existing and potential barriers to learning as well as access to school information and ongoing engagement with parents.

Access to the curriculum and participation in school activities

This involves increasing the extent to which pupils with a disability can participate in the setting's curriculum and activities.

Audience

This policy, having been presented to and agreed upon by the whole staff and Governing Body is distributed for the information of:

- All teaching staff
- All teaching assistants
- All non-teaching staff

A copy of the policy is available on the Nell Gwynn website, at the front reception desks and on the staff shared drive.

This policy is available for:

- School Governors
- External Professionals
- OFSTED
- Parents
- Visiting Teachers
- Other interested adults (Social and Psychological services etc.)

- **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability as well as parents and staff.

Principles

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Nell Gwynn Nursery School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the Early Years Foundation Framework, which underpin the development of a more inclusive curriculum, including:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

- Please refer to the Nell Gwynn Nursery School Curriculum Road Map

Achieving the Objectives

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective outlined above.

a) Education & related activities

The setting will continue to seek and follow the advice of LA services, and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with their potential ability.

b) Physical environment

The school will take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

c) 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.

Other relevant documents:

Anti-Bullying Policy
Admissions Policy
Behaviour Regulation Policy
Equal Opportunities Policy
Health & Safety Policy
SEND (Local Offer)
SEND Information Report
SEND Policy
Teaching and Learning Policy

Accessibility Plan- Identifying Barriers to Access

Organisational	**Completed**	**In Progress**	**Under discussion**	**Not yet addressed**
Preparation for entry into school. **(*Admissions Policy- within the resources of the School, School Brochure and information pack)***	√			
Identifying children who may require additional support from adults, benefit from individualised learning in light of special educational needs or require a behaviour plan	√			
Homework policy and practice **(in place *by developmental ability and ref school brochure)***	Not Applicable			
Agreed rules and boundary setting appropriate for young children ***(reference Behaviour Regulation Policy)***	√			
Educational off site visits ***(EVOLVE risk assessment in place) on-going***	√			

Attitudinal	**Completed**	**In Progress**	**Under discussion**	**Not yet addressed**
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? **(*Training is needs led and represented in school development plan. Risk Assessments also guide training)***	√			
Do staff recognise and allow for the mental effort expended by some children with disabilities, for example children with social communication difficulties tiring through active socialisation supported by staff **(*Individual developmental progression is noted within children's learning journeys. Strategies and resources are shared during staff meetings and whole school training)***	√			
Do staff recognise and allow for the additional time required by some children with disabilities to use equipment in practical work? **(*Children to have time to think and respond. Allow for repetition of practical skills within a free flow environment)***	√			
Are there high expectations of all pupils? (***All children have detailed observations which provides information regarding levels of development. Staff will consider children's zone of potential development)***	√			
Do staff seek to remove all barriers to learning and participation? **(reference *Equal Opportunities Policy)***	√			
Access to the curriculum**. (*As above with differentiation if necessary, reference curriculum access statements)***	√			
School policies, e.g. anti-bullying, local offer SEND, SEND Information Report, SEND Policy, Health & Safety. ***(All in place with annual review)***	√			
Interaction with peers. (***Progress against the EYFS Personal, Social and Emotional Development. Active teaching of social communication and social interaction)***	√			

Physical access	**Completed**	**In Progress**	**Under discussion**	**Not yet addressed**
Are your classrooms optimally organised for children with disabilities? **(*Resources are well organised and accessible, tools available with adaptations, uncluttered)***	√			
Does the size and layout of areas – indoor and outdoor facilities meet the needs of the children? **(The layout of the schools is wheelchair friendly, there is space to store equipment and toys and we have a Sensory Room)**	√			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and toilet facilities? **(Yes, but that is always with assistance from an adult)**	√			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? **(Throughout the building that is so)**	√			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? ***(a comprehensive system is in place, reference Health and Safety Policy)***	√			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? ***(Objects of reference are as used as non-visual guides currently. In the future we plan to introduce tactile buttons/signage)***	√			
Could any of the décor or signage be considered to be confusing or disorientating for disabled children with visual impairment, autism or epilepsy? ***(We are responsive to children's needs and will make necessary adjustments)***	√			

Are areas to which children should have access well lit?	√			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? (***Children may wear ear defenders if needed)***	√			
Is furniture and equipment selected, adjusted and located appropriately? ***(all resources are provided and organised to reflect whole school need)***	√			
Access to school facilities. ***(Equality for opportunity approaches reference Equal Opportunity policy)***	√			
How the school deals with emergency procedures. ***(Regular documented checks and practice e.g. fire drill, full evacuation - evacuation plans PEEPs for children with SEND, also Staff Handbook, premises checks, Health and Safety policy)***	√			
Breaks and lunchtimes. ***(Whole school SEND policy with staff supported system including rotas. Children with SEND may require additional adult support at lunchtimes)***	√			
The serving of school meals. (***Own kitches with provision for special dietary requirements)***	√			

Curriculum Access	**Completed**	**In Progress**	**Under discussion**	**Not yet addressed**
Does the free flow environment provide opportunities for all pupils to achieve? ***(Yes, staff build on children's interests and scaffold their learning)***	√			
Is learning through play a way of meeting and supporting pupil diversity? ***(Yes, children's backgrounds, abilities, interests are celebrated on a daily basis)***	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (***reference teaching and learning styles policy and teaching strategy component within planning proformas)***	Not applicable to Early Years practice			
Are all children encouraged to take part in music, drama and physical activities? ***(Children are offered a wide range of opportunities to express themselves and develop their imagination)***	√			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? (***Adults to offer support with balancing and climbing, soft play in the Sensory Room, Walkers and fine motor tools to promote physical development)***	√			
Do you provide access to computer technology appropriate for pupils with disabilities? ***(as identified in the Educational Health Care Plan for SEN. CENMAC referral may be necessary)***	√			
Teaching and learning. ***(reference Teaching and Learning policy)***	√			
Classroom organisation. **(See Physical Access*)***	√			
Timetabling. **(*reference Equal Opportunities policy and Statutory guidance)***	√			
Preparation of pupils for the next phase of education **(transition to primary school)**	√			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Do you 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? ***(A whole communication approach is actively used incorporating Makaton and visual supports)***	√			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? ***(We are responsive to children's individual needs)***	√			
Do you have the facilities such as ICT to produce written information in different formats? ***(We are able to if the need arises)***	√			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? ***(professional development programme with support from IT support)***	√			
School announcements. ***(Notice boards as part of schools information systems including the website)***	√			

Evaluating the Plan

Every year, the Governing Body will review and report on;

1. Whether planned targets have been/are on track to be met
2. The quality of provision that has been developed and the impact that this has had on service users
3. The overall progress and attainment made by children with special educational needs and/or disabilities

This plan is available on request from Nell Gwynn Nursery School and is also accessible on the website

Accessibility Policy and Plan

Name of School: **Nell Gwynn Nursery School**

Date: **2024/25**

Judith Evans Chair of Governors **…….**

Gregory Doey
Executive Head Teacher

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