

Acacia Nursery School Accessibility Plan

Introduction

This plan has been drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance from:-

"Accessible Schools: Planning to increase access to schools for disabled pupils" (DfES 07/02) and *"Getting it right for future generations"* (Four S SCC 04/03).

Definition

The Equality Act 2010 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.'

Key Objective

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

Principles

Compliance with the Equality Act is consistent with the school's aims and Equality Policy, and the operation of the school's SEND and Inclusion policies.

The school recognises its duty under the Equality Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the Early Years Foundation Stage framework 2014, which underpin the development of an inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for Individuals and groups of pupils.

Policy into Practice

a) Education & related activities

The school will continue to seek and follow the advice of LEA services and outside agencies, such as specialist teacher advisers and SEN consultants, and of appropriate health professionals from the local NHS Trusts.

[See checklist provided on page 29 of the DFES "Accessible Schools: Planning to increase access to schools for disabled pupils" summary 2002]

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 and fittings.

[See checklist on page 30 of the DFES "Accessible Schools: Planning to increase access to schools for disabled pupils" summary 2002]

While the building has certain restrictions, we aim to make reasonable adjustments where appropriate to support pupils and visitors with physical difficulties and sensory impairments.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Action Plan

The school will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the Key Objective of the Accessibility Plan is met. [Appendix 1]

Linked Policies

This Accessibility Plan will contribute to the review and revision of related school Policies

- School Improvement Plan (including premises)
- Staff Development Plan
- Safeguarding
- SEND Policy
- Inclusion Policy
- Equality Act 2010
- Equal Opportunities Policy
- Curriculum Policies.
- Teaching and Learning Policies

Staff responsible: David Livie (Head of School), Samina Ahmed (SENCO)

School Governors responsible: Mr Michael Russell

The plan is also available in the following formats on request to the School Office : e.g. e-mail and enlarged print version.

Signed:  Dated: 4th May 2018
Chair of Acacia Governing Body

Date of review: May 2019

Appendix 1

School Accessibility Plan

Timeframe	Target	Activity	How	Outcomes
Monitored and evaluated weekly, monthly and half termly	1 Increasing the extent to which pupils can participate in the school curriculum	<ul style="list-style-type: none"> - Staff aware of pupils' individual needs - Ensure relevant pupils can access curriculum by employing and using trained staff. - Effective use of equipment to promote learning where appropriate e.g. Hearing enhancement - Curriculum Planning makes provision for pupils - Lessons address a variety of learning styles and are differentiated appropriately. - Monitoring of pupils to ensure significant progress is made - School visits are accessible to all pupils regardless of attainment 		
Spring 2017	2 Ensure compliance with Equality Act 2010	Staff and Governing Body Review the requirements and obligations of Equality Act, and of the Accessibility Plan	<p>Staff meeting to share Accessibility Plan</p> <p>Governing Body meeting</p>	School continues to comply with requirements of DDA and Code of Practice
Spring 2017	3 Ensure school visits are made accessible to all pupils	To refer to LEA guidance on school visits EVC to be aware of LEA lead officer	Staff meeting Visits file. Liaison with parents to coordinate inclusion details.	Staff aware of procedures and school policy implemented and monitored
Autumn 2017	4 Ensure all rooms are be successfully organised for disabled pupils	Conduct an audit of teaching bases	Risk assessment reviews Room layout plans Finance from premises budget share	Physical accessibility for pupils increased
Ongoing monitoring	5 Working to improve the environment for children with ASD	Review withdrawal room to ensure effective provision for children ensuring: -Visual timetables used -Accessible resources -Effective sign posts/labels in key areas Removal of resources that may cause over stimulation	Environment review/ monitoring	Specialised withdrawal room available
Autumn 2017	6 Improved access at collection and drop off times	Identify revised access points to the main nursery room to alleviate congestion and ensure safety for all users	Re-direct parents/ carers collecting children to two revised collection points. Replace fencing with gate for accessibility (Premises budget share)	Safer more accessible entrance/ collection points.