

TLC Federation Chalvey Nursery School



Accessibility plan

Approved by:

Chair of Governors: Mahesh Yanambakkam

Headteacher: Emma Lister

Date: October 2023

Review date: October 2024

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled children can participate in the curriculum
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

Chalvey Nursery School has high aspirations for all of the children who attend our nursery, including those with a disability; we have an expectation that they will participate and achieve in every aspect of nursery life. We are committed to identifying and removing barriers to disabled children, we value them as individuals as well as the contribution they make to nursery life. We will strive to ensure that our disabled children have access to learning opportunities alongside their peers and in providing them with additional resources we will work towards them making good progress in their education.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES Short, medium, and long-term objectives	ACTIONS TO BE TAKEN AND TIMESCALE	PERSON(S) RESPONSIBLE
<p>Increase access to learning for children with a disability</p>	<p>Through the application of the principles of Quality First Teaching we offer a differentiated curriculum for all children and where required, we adapt teaching methods and resources for children who require additional support</p> <p>We work with parents and professionals (SLT, OT and physio and staff from the Sensory Consortium Service) to implement therapy plans and targets through specialist equipment, approaches and resources;</p> <ul style="list-style-type: none"> • Specialist seating and standing frames • Weighted jackets and large sensory equipment • AAC devices and iPads • Visuals to support communication and learning (Objects of Reference, PECs, symbols, first / then folders, and Communication Boards) • Aids to help manage transitions and regulate behaviour (count down strips and timers) • Makaton • Tactile cues and markers <p>We use additional guidance documents such as the Early Support Developmental Journals and the Victoria School MSI Curriculum, to track progress for children with additional needs In addition to</p>	<p>Increase staff knowledge in meeting the needs of children with sensory impairment (SI)</p> <p>Increase staff knowledge in meeting the needs of pupils with ASC</p> <p>All children to have access to suitable resources and equipment with differentiation of activities</p> <p>All children have the opportunity to explore the sensory areas to enhance and extend learning</p>	<p>All staff to attend basic in-house training – Autumn term 2023</p> <p>Learning Walks – Autumn term 2023</p> <p>Revitalise and update the existing sensory resources and sensory areas in the indoor and outdoor environments – Spring term 2023</p>	<p>SENCO to book training for staff</p> <p>Head and SENCO to plan training session with staff who have undertaken Attention Autism training</p> <p>Head – main nursery</p> <p>SENCO – Resource provision and Bumble Bees</p> <p>All staff</p> <p>All staff</p>

	<p>targets being set based on our own assessment, we use therapy plans and EHCPs to inform either class plans / IEPs (main nursery) or One Page Planners (resource provision)</p> <p>Consultation and EHCP review meetings are held with parents and professionals to ensure joint working between home and school</p>	<p>Embed alternative and augmentative methods of communication</p>	<p>Makaton refresher training – Summer term 2024</p>	
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<p>Improve and maintain access to the physical environment</p>	<p>The purpose-built nursery provides an environment which is designed to meet the needs of all of the children. This includes;</p> <ul style="list-style-type: none"> • Fully accessible lower floor with a lift to the second floor • Wide corridors • Acoustic treatment in main teaching areas • Outside play areas accessed through each of the teaching areas • Outside play area is a single level • Resource provision includes a sensory room / area and toilet and changing facilities • Disabled parking bay • Disabled toilets and changing facilities 	<p>Changes to the outside area to provide improved access and range of learning experiences</p>	<p>On going</p>	<p>All staff</p>

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<p>Improve the delivery of information to children with a disability</p>	<p>Our nursery uses a range of communication methods to ensure that information is accessible to the children. This includes;</p> <ul style="list-style-type: none"> • Internal signs and markers at child height • Visual timetables, first / then folders, photographs and symbols • Acoustic treatment in main teaching areas • Signing and tactile communication methods • Staff check hearing aids daily 	<p>Provide effective communication aids for all children</p> <p>Add visual timetable around the area for children to see without help</p>	<p>Use of visual and communication boards is ongoing</p> <p>Makaton refresher training - Asap</p> <p>Autumn 2023</p>	<p>All staff</p> <p>SENCo to book</p> <p>All staff</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing body and Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy