

Blagdon Nursery School



Accessibility Policy

Date: May 2018

Signed by:

Headteacher: J. Budge

Date:

Chair of Governors: E. Jackson

Date:

Next review: May 2021

AIMS OF THIS PLAN

In Blagdon Nursery we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for people with a disability to:

- improve access to the physical environment,
- increase the extent to which all pupils can participate in the different areas of the Early Years Foundation Stage curriculum
- improve the availability of accessible information to disabled pupils and or parents.
- Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's SEND policy.

This Accessibility Plan will, therefore, begin the process of addressing the needs of disabled people through specific targets.

Attached is an action plan showing how the school will address the priorities identified.

Blagdon Nursery School:

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the EYFS will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

OBJECTIVES OF THIS PLAN

The key objectives of our Accessibility Plan are as follows:

- 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.
- We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the EYFS which underpin the development of a more inclusive curriculum

CURRENT PUPIL DATA & SCHOOL AUDIT

Details about the children with SEND currently attending our school can be found in the SEND Register held by the Headteacher. The school will endeavour to make reasonable adjustments to accommodate the needs of these children on an 'as needed' basis.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to children with a disability before they arrive;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- in order to ensure that our data is up to date and accurate we will liaise with the Local Authority and the Health Visitor so as to identify and therefore plan a response to students with a disability well before they arrive.

FINANCIAL PLANNING AND CONTROL

- The Head teacher with Senior Leadership Team, together with the Finance Committee will review the financial implications of the School's Accessibility Plan as part of the normal budget review process.
- Blagdon Nursery School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

MONITORING THE PLAN

Annually Governors will check that there has been:

- success in meeting identified targets;
- changes in physical accessibility of school buildings;
- the opportunity for stakeholders e.g. parents, pupils and staff, to comment on the school's ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for any pupils with additional needs;
- recorded evidence that pupils with disabilities are actively participating in all areas of the school;
- levels of progress for pupils with disabilities at least equal to those of their peers;
- Ofsted inspections that identify high levels of educational inclusion

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing targeted training for staff on the needs of particular pupils;
- promoting collaboration through the provision of information and the sharing of good practice;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that the school is aware of all support services that provide advice to schools and staff.

This plan will be monitored yearly by the governors and reviewed as required but no later than March 2021.

Development area	Targets	Strategies	Outcome and timeframe	Goals achieved
Curriculum delivery	<p>Learning areas continue to be organised for disabled children.</p> <p>In particular hearing impaired, visually impaired children and Autistic children.</p>	<p>Guidance from specialists e.g. ASD teachers, sensory consortium, PSSTs and Portage taken into account when arranging learning areas to benefit disabled children.</p> <p>Makaton signs on display in each classroom base and visual prompt cards on each practitioner's lanyard.</p>	<p>Termly monitoring by SENCO will indicate that disability/ SEN has been taken into account when organising the learning environments in the nursery.</p>	<p>Staff continue to be aware of the needs of their key groups. Advice from outside professionals is implanted. Rooms and other learning areas are organised to support the needs of individual children.</p>
Curriculum Access	<p>To continue to give equal opportunity for all children to take part in off site visits and social experiences.</p>	<p>To continue to review arrangements for school trips both transport and venues</p> <p>Rigorous risk assessments for each visit.</p>	<p>Monitoring indicates that all students are able to attend all off site visits and that no child is excluded because of a disability.</p>	<p>All children and their families are actively encouraged to participate in all off site visits. Risk assessments are all coordinated by the school bursar -who is also the H& S officer.</p>
Delivering the curriculum in other formats	<p>Continue to use visual timetables to support children achieving IEP targets.</p>	<p>Continued support for all staff through a whole school approach to implementing visual timetables in the classrooms and for individuals as appropriate.</p>	<p>Monitoring indicates that visual timetables support all children in accessing the curriculum.</p>	<p>Each key group has a copy of the standard visual timetables, other visual prompts, standard Makaton signing guidance and now and next boards</p>

				consistently. All staff have access to the Widget visual imagery software that enables staff to produce these resources. Individual children with SEN/D have their own bespoke resources as appropriate.
Centre design to meet the needs of all users (1)	All areas continue to be accessible to disabled children.	Discussions with LA prioritise disabled access points as integral part of any new build.	New builds to be fully DDA compatible.	We will continue to take DDA requirements into account whenever there is new building work.
Centre design to meet the needs of all users (2)	Signs clear and understandable for visually impaired.	Replacement of any signs to take account of appropriate colour schemes.	Any new signs to meet DDA requirement.	We will continue to take DDA requirements into account whenever new signage is required.