

H U N G E R F O R D N U R S E R Y S C H O O L

GUIDANCE

Accessibility Plan



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1. Introduction

This accessibility plan has been drawn up in compliance with current legislation as outlined in The Equality Act 2010. It sets out how the governing body will seek to improve equality of opportunity for all pupils. It is a requirement that our Nursery's Accessibility Plan is resourced, implemented, reviewed and revised as necessary.

At Hungerford Nursery School, we are committed to providing an accessible environment which promotes the inclusion of pupils, staff, parents and visitors. 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 equal opportunities and inclusion so that we can:

- Provide a secure and happy learning environment in which everyone shows respect for themselves and for others.
- Encourage all children to 'be the best they can be' enabling them to become learners who are independent, critical thinkers, confident, resilient, creative and imaginative, ambitious and aspirational.
- Support the development of social and communication skills to allow children to become secure positive members of the community.
- Promote equality and a positive attitude towards the social, cultural and religious diversity within the school and community both local and global.

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2021 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on his or her 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our Accessibility Plan highlights three priorities:

- **Access to the curriculum-** to ensure that the teaching and learning environment and resources used are suitable for all pupils so that they are able to fully access the curriculum.
- **Access to the physical environment-** to provide safe access throughout the school for all school users, irrespective of their disability.
- **Access to information-** to employ means by which the school is able to maintain awareness of the needs of parents, carers and children and to ensure information is available for parents in different forms and languages.

3. Access to the Curriculum

Objectives	Actions	Timescale	Responsibility	Monitoring
To ensure all staff access specific training on disability issues	<p>Update information about children with complex needs and facilitate appropriate training and support.</p> <p>Ensure all appropriate information is shared about new and existing children with SEND with all staff working with those children.</p> <p>Peer to peer training to support children who use:</p> <ul style="list-style-type: none"> • Makaton • PECs (picture exchange communication) 	From admission and ongoing throughout the child's time at Nursery	Head Teacher SENCo Class teacher Key worker	Head teacher
To ensure staff contribute to children's SAPP (Support and achievement play plan) and demonstrate consistent strategies needed to support children with SEN	<p>Opportunities for staff to discuss children with SEND and their needs through weekly planning meetings.</p> <p>Invite all TA's to staff meetings that involve SEN children and SAPP reviews.</p> <p>Staff refresher and new training for a specific need where necessary.</p> <p>Establish a close liaison with outside agencies for children with SEN and health needs e.g. a child with severe mobility issues.</p>	Ongoing	Head teacher SENCo Class teacher Keyworker	Head teacher
To ensure nursery outings such as Boxford woods are accessible to all children	Risk assessments undertaken that take into consideration mode of transport, accessibility to venues and ratio of adult support.	Ongoing	Head teacher SENCo Class teacher Keyworker	Head teacher

4. Access to the Physical Environment

Objectives	Actions	Timescale	Responsibility	Monitoring
To ensure effective and accessible learning environments for all children	<p>Liaise with parents when a child is identified with a specific need to ensure the environment is accessible.</p> <p>Implement a risk assessment.</p> <p>Regular safety checks to ensure fire escapes are clear and potential obstacles are identified.</p> <p>Staff to discuss changes to environment during weekly team planning meetings, keeping in mind the needs of children with SEND, especially those with complex needs.</p>	Ongoing	Head teacher SENCo Class teacher Keyworker	Head teacher
To ensure evacuation plans include the needs of children with SEND	<p>Regular fire practices to ensure all staff are well versed in the procedure.</p> <p>Individual evacuation plans for children with complex needs to be drawn up if deemed necessary.</p>	Ongoing	Head teacher Class teacher	Head teacher

5. Access to Information

Objectives	Actions	Timescale	Responsibility	Monitoring
Ensure all parents, carers, pupils and visitors have access to school information	Ensure availability of information is in a range of fonts, languages and sizes where needed, including braille.	Ongoing	Head teacher SENCo Office administrator	Head teacher
Develop communication with children in the provision	<p>Continue to develop use or appropriate visual support, e.g. PECs, visual timetables, Makaton.</p> <p>Access staff training/ advice/ guidance from speech and language therapy service and SENCo where needed.</p> <p>Communication through the website and social media.</p>	Ongoing	Head teacher SENCo Class teacher Keyworker	Head teacher

6. Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single story building with no steps	n/a	n/a	n/a
Corridor access	All corridors are accessible via all pod entrances and main entrance.	Adults to check corridors to ensure that coats and belongings are not obstructing the floor	All staff	Daily- Ongoing
Parking bays	Currently there are no disabled parking bays, however there is parking immediately outside the Nursery gates.	Look into a designated disabled parking bay	Head teacher	
Entrances	There are 5 routes into the Nursery pods. All 5 routes are wheelchair accessible but 4 of these would require another person to open the door. The front door to the office open automatically.	n/a	n/a	n/a
Toilets	There are two toilets with disabled access. One toilet is located in Pod 1 and the other is located in the corridor between Pods 2 and 3.	n/a	n/a	n/a
Office area	The office area has a bell to alert assistance. Office staff are available throughout the school day to offer access to those with disabilities.	n/a	n/a	n/a
Emergency escape routes	Emergency escape routes are clearly labelled and accessible through the pods (via the nursery garden), the hall (via the staff car park) as well as through the office area.	Ensure signage on emergency escape routes remains current and is always visible.	SLT	Daily- ongoing.

7. Links to other policies and guidance

- Health and Safety Policy
- SEND and Inclusion Policy
- Equality Policy

8. Monitoring Arrangements

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