



Accessibility Plan

Reviewed: 28th September 2018

Vision Statement

Under the Equality Act 2010, all schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- he or she has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Tudhoe Moor Nursery School, the Plan will be monitored by the Headteacher and evaluated by the relevant Governors’ committee.

The current Plan will be appended to this document.

At Tudhoe Moor Nursery School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. Tudhoe Moor Nursery School’s Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with children, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in

particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. Tudhoe Moor Nursery School is committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school

4. Tudhoe Moor Nursery School's Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to;

- Increase access to the curriculum for children with a disability, expanding the **curriculum** as necessary to ensure that those with a disability are as, equally, prepared for life as are the able-bodied pupils (If a school fails to do this they are in breach of their duties under the Equalities Act 2010) This covers teaching and learning and the wider curriculum of the school such as participation in cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these children in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of **written information** to children, staff, parents and visitors with disabilities; examples might include books, hand-outs, timetables, newsletters and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. Tudhoe Moor Nursery School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy

- Equality Policy
- Health & Safety Policy
- Equality Plan
- School Brochure
- School Improvement Plan
- Special Educational Needs Policy

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved by
 Headteacher: Julia Hymers
 Chair of Governors:
 Date: 28 September 2018

Aims and Objectives

Our Aims are:

- **Continue to develop even better access to the EYFS curriculum for children with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to children**

Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers when we have our new starter visits before the children start with us.

One of our school values is a respect for parents and carers, putting in great effort to develop positive relationships with them from the very beginning. Through these close relationships, we enable parents and carers of children to talk openly and honestly with us - sharing information in the child's best interests.

Physical Environment

Disabled children participate in all activities. Some aspects of these activities present particular challenges, for example: school trips for children with medical needs. There are very few parts of the school to which disabled children have limited or no access at the moment, due to the building layout and building work to extend the school in 2006.

Curriculum

There are very few areas of the curriculum to which disabled children have limited or no access, as we work in a very holistic, child-centred way. We have developed skills over time in supporting children with disabilities and have a dedicated team of outreach staff who have expertise in this area. However, some areas of the curriculum present slight challenges, for example: accessing the dens at the top of the garden is tricky for pupils with a physical impairment. Other issues affect the participation of disabled children, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled children to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled children, (e.g. picture cards) parents and staff (large print on letters). We also make an effort to communicate by speaking to all parents who may have issues with reading letters or signs.

Access Audit

The school is a one storey building with wide corridors and several access points from outside. The main entrance into the building is accessible to all, with wide corridors leading to the different rooms i.e. Nursery, baby room, 2's and 3's rooms.

Doors leading to the garden are also wide to accommodate wheelchair users. There is a step leading to the grassy hill and steps down to the sand area – where help would possibly be needed for access to the rest of the garden. A ramp would be better here – and is built into the action plan.

On-site car parking for staff and includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a reception desk with a low access point that is accessible to wheelchair users. There is a disabled toilet available in the main reception area which is fitted with a handrail and a pull emergency cord. The children's toilet facilities can accommodate a child's size wheelchair.

The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

- We will consult with experts when new situations regarding children with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

Action Plan

Aim 1: To continue to develop access to the EYFS curriculum for children with a disability

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for children and prospective children, with a disability.

SHORT TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with other providers and parents to review potential new intake	To identify children who may need additional to or different from provision for next intake	Sept 2018	HT	Procedures/equipment /ideas in place by Sept 2018
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2018/19	HT	All policies clearly reflect inclusive practice and procedure
To establish close relationships with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout 2018/19	HT All staff	Clear collaborative working approach
To establish close liaison with outside agencies for children with ongoing health needs, e.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2018/19	HT All staff Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children.	CPD for staff to access regular training to support children with a disability. The use of earlier age bands in the EYFS to help develop more relevant learning opportunities and assessment of progress for children with disabilities. A differentiated curriculum. A range of support staff including outreach support workers Use of interactive ICT equipment Specific equipment sourced from occupational therapy/lending library	Ongoing	HT (SENCO) All staff SENCO Special school Ed Psych	Advice taken and strategies evident in nursery practice.

MEDIUM TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
To finely review attainment of all SEN children.	SENCO/key person meetings/outreach support worker – to look at support plans Scrutiny of assessment system Regular liaison with parents	Ongoing	HT SENCO	Progress made towards SEN Support Plan Outcomes Provision mapping shows clear steps and progress made
To monitor the attainment of More Able children	Policy and More Able (gifted and talented) list to be updated More Able booster groups/activities Monitor Able G&T list	Ongoing Annually	All staff	More Able G&T children making proportionate progress. Achieving above average results.
To promote the involvement of disabled children in group discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access • Screen magnifier software for the visually impaired • Giving alternatives to enable disabled children to participate successfully in activities • Creating positive images of disability within the school so that children grow into adults who have some understanding of the needs of disabled people.	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in the planning. Ensuring that the needs of all disabled children, parents and staff are represented within the school.
LONG TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled children can take advantage of education and anyone disabled can more easily access our setting.

SHORT TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of children, staff 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, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
Ensure environment is appropriately calming and conducive to engagement and focus for all children	To provide a holistic learning climate that thoughtfully plans the spaces and resources and the ethos and atmosphere that enables all children to engage in deep level learning – at their own levels according to their special needs and disabilities.	Ongoing	All staff	Focused, purposeful environment
Ensuring all with a disability are able to be involved	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of Support Plan Process. • Include questions in the initial information gathering forms about parents/carers' access needs and ensure they are met in all events. 	With immediate effect, to be constantly reviewed	All staff	Enabling needs to be met where possible
To ensure that the medical needs of all children are met fully within the capability of the school.	To hold parent meetings, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Whole school team	Enabling needs to be met where possible.
Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled parents to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school Team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

MEDIUM TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve community links	School to continue to have strong links with schools in Durham LA and the wider community	Ongoing	SLT All staff	Improved awareness of disabilities
LONGTERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to develop outdoor facilities	Look for funding opportunities	Ongoing	Whole school	Inclusive, child friendly play areas
To ensure roads, paths and car parking areas around the school are as safe as possible	Communication with parents via newsletters/safety messages and other social media	Ongoing	Whole school Caretaker	No accidents or incidents

Aim 3: To improve the delivery of information to disabled children and families.

SHORT TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum
To enable improved access to written information for pupils, parents and visitors.	Raising awareness of font size and page layouts will support children/parents with visual impairments. <ul style="list-style-type: none"> • Auditing the school books to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	Ongoing	All staff to be aware	Information is more easily accessed as required
MEDIUM TERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review children's records to ensure we are aware of any disabilities	Information collected about new children – <ul style="list-style-type: none"> • Records passed from day care other provider during transitions • Annual reviews • Support plan meetings • Medical forms updated regularly • EHCPs 	Annually	SLT	Key persons aware of disabilities of children in their groups

	<ul style="list-style-type: none"> • Significant health problems – children’s information displayed in the snack kitchen and recorded in the files held securely in the office. 			
LONGTERM Targets	Strategies	Timescale	Responsibilities	Success Criteria
Review the record system for disabilities/medical issues etc. where necessary	Constantly monitor the effectiveness of the school systems and adjust as necessary	Continual review and adjustments as required	SLT – HT - Admin	Effective communication of information about disabilities throughout the setting