



## Knowle West Nursery School

### Accessibility Plan 2022-2025

Date Agreed:

Review Date:

Signed by: Lesley Edwards

Signature:

Role of Signatory: Chair of Governors

You are advised that a printed version may not be the latest available version. The latest version, which supersedes all previous versions, is available on the shared drive. Those to whom this policy applies, are responsible for familiarising themselves with the latest version and for complying with the policy requirements at all times.

## **Vision Statement:**

Under the Equality Act 2010 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:

- (a) He or she has a physical or mental impairment, and
- (b) 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 will be reviewed every 3 years or where operational needs dictate 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 Knowle West Nursery School the Plan will be monitored by the Head Teacher and evaluated by the Finance and General Purpose Committee. The current Plan will be appended to this document. At Knowle West

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.

## **Aims:**

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the centre to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. 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 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. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) Knowle West Nursery School is committed to providing an environment that enables full curriculum access that 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 adhering to the principles of the Equality Act 2010 with regard to disability and continue to develop a culture of inclusion, support and awareness within the school.

3) The Knowle West Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

**The Knowle West Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:**

- Increase access for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).

- 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;

- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the nursery school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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

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

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy

6) 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.

7) 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.

### **Current good practice:**

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

### **Physical Environment**

There are no areas of the school to which disabled pupils have limited or no access at the moment. Some aspects of activities present particular challenges, for example lunch and busy transition times for pupils with social/interaction impairments, however all reasonable adjustments are made to support as full an involvement as possible.

### **Curriculum**

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the Early Years Foundation Stage curriculum present particular challenges, for example: physical activities for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments, and risk assessments are carried out regularly of environments and equipment.

### **Information**

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

### **Site Access**

Knowle West Nursery School is housed in one storey building at Leinster Avenue. Following a redevelopment of the main centre in 2017, all entrances to the site are either flat or

ramped and all have wide doors fitted. The main entrance features a secure lobby, this being fully accessible to wheelchair users. Whilst we acknowledge that the size of the school site could potentially present challenges when moving between buildings, we make reasonable adjustments as the need arises. The school has dedicated disabled visitor parking in all carparks. There are disabled toilet facilities available in the building. These are fitted with a handrail and a pull emergency cord. The site has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

### **Management, coordination and implementation and review**

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.
- An Accessibility audit will be carried out 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.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head teacher. The SEND governor or Chair of Governors may be involved if the complaint is not resolved satisfactorily.

## Action Plan Aim 1: Access to the Physical Environment

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Criteria Met
School is aware of access needs of children, staff, families and community users.	Every year information is regularly gathered through home visits, induction procedures and staff supervision process. Information from staff, governors, families and children is used to ascertain access needs and where possible ensure they are met.	Ongoing	SLT & Governors	All stakeholders have access needs met.	
School is aware of medical needs of children.	To ensure staff training needs for managing children with additional medical needs is reviewed each year or when starting and that training is provided.	Every July to plan for the year ahead and ongoing need.	SENDCO and SLT	All pupils have access needs met.	
School is aware of medical needs of children and knowledge of support needed.	Care plans, risk assessment is in place for any child with a physical need (temporary or long term) medical need.	Ongoing	Key people and room leads	All pupils have access needs met.	
Wheelchair, walkers and mobility scooter access to all environments and lift.	Access route from the school gate to the collection area is clear of additional obstructions into and out of the buildings. All corridors and doorways to be clear to allow free movement of staff, governors, families and children that may use this type of equipment.	Part of health and safety monitoring.	All staff	All stakeholders have access needs met.	

## Action Plan Aim 2: Access to curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Criteria Met
Ensure due consideration is given when purchasing new resources to the principles of inclusion and promotion of communication, in particular non-verbal pupils.	Staff consider inclusion session and communication, including all equalities group. Staff seek opportunities to purchase resources that promote communication, inclusion and provide positive images, including consideration for all equalities groups.	Ongoing	All staff Headteacher / SENDCo	Audit of resources and showing all groups including equalities groups are represented positively and can access the curriculum.	
There are planned opportunities in the curriculum to challenge and explore children's views and understanding of equality within their local community and the wider world including racism. Children should have opportunity to explore and challenge ideas.	We have adapted a rights respecting schools approach where children's voice is actively sought, celebrated and widely shared.  Centre has adopted the use of the 6 Cs (connectedness, check-in, calmness, curiosity, cooperation, compassion).	Ongoing	Whole staff team and community	Children feel valued and listened to through whole centre approach to support emotional well-being – able to challenge unfair behaviours.	

<p>Where relevant access to alternative methods of communication – such as Makaton, Visual aids, PECS, using a Total Communication approach.</p>	<p>Key staff to have relevant training. All staff to have Makaton awareness training.</p> <p>A Total Communication approach to be used with all children. Strategies such as visuals to be used alongside words.</p>	<p>All staff</p>	<p>All children in the setting are able to communicate their needs through an appropriate method.</p>	<p>All children are able to communicate their needs and where appropriate express their opinions.</p>	
--	--	------------------	---	---	--



### Action Plan Aim 3: Access to information

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Criteria Met
Ensure as much information as possible is accessible to EAL families.	Audit of new arrivals, translate letters if necessary, ensure a translator sought if a family requires	ongoing	School Admin SLT	Relevant materials available for all families	
To ensure we are able to provide opportunities for child/families who are unable to access online home learning, information on service at home, or adults who want to apply for jobs.	Offer support to access online information and services to support families – computer/laptop support made available	ongoing	Key people and Family Service Team	Families feel able to seek support and can access with additional support if needed	
Ensure all families are able to access information in an accessible format.	Online newsletter / links on internet / Facebook / Tapestry / face-to-face conversations	ongoing	Admin team and key people	All families are well informed of events and dates for their children.	