

Madeley

Nursery School



Pavarotti - singing by
a 4 yr old - 1991

A place to create and celebrate a community of
learning

Publication:

Accessibility Plan

Member of staff responsible: Helen Torr

Accessibility Plan

At Madeley Nursery School our vision is to include all pupils, whatever their abilities and needs, in our aim to develop the independence and self-esteem of all pupils in the moral, cultural, social and religious aspects of our society, so that through a broad and stimulating curriculum they will achieve their full potential and be able to lead rewarding lives in a fast-changing world.

The definition of disability

'A person suffers a disability 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 carry out normal day-to-day activities.'

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. This definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

The responsibility of the school

Our duty under the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001: -

"From September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services."

Schools and LEAs must:

- not treat disabled pupils less favourably;
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty); and
- publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty:

- 1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including

emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture.

Aids to physical access include ramps, handrails, widened doorways, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in schools' curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through Nursery and group base organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils and parents- such as handouts, routines, information about school events - available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made

available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related school policies

Equality for disabled pupils is seen as a prerequisite to the working of the school, and is implicit and supported in all of the school's policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy
- School Development Plan
- School Asset Management Plan
- SEN policy

Aims

Madeley Nursery School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils;
- finding ways in which all pupils can take part in the full curriculum including 'outside' activities, art, music, and role play;
- planning out-of-school enrichment activities so that pupils with disabilities can participate as fully as possible;
- setting admissions policy and criteria which do not discriminate against pupils with disabilities or treat them unfairly;
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities;
- planning the physical environment of the school to cater for the needs of pupils with disabilities;
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training;
- providing written information for pupils and parents with disabilities in a form which is user friendly;
- using language which does not offend in all its literature and make staff and pupils aware of the importance of language; and
- by examining our reading books to ensure that there are examples of positive images of disabled people.

Actions to ensure equality for pupils with disabilities

The majority of pupils with disabilities will be identified before starting nursery. This information will be gained through home visits and referrals from other agencies including Children's services and Telford's Children's Development Centre. This enables the necessary alteration in provision, staffing and accessing additional equipment to be addressed before the child starts.

We shall undertake a disability audit annually and review the Accessibility Plan

As a result of the audit, we shall:

- update the Plan which will include any relevant targets
- make the Plan and any targets known to all teaching and support staff, pupils and parents
- monitor the success of the Plan

Monitoring

At Madeley Nursery School we recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions;
- Attainment;
- Selection and recruitment of staff; and
- Governing body representation.

Publications for Guidance

[Code of conduct SEN 2015](#)

Accessible Schools: Planning to increase access to schools for disabled pupils, June 2002 (DfES Publications)

[DfES Guidance on Inclusive Schooling](#)

Disability Rights Commission (DfES Publications)

Care Standards Act 2000

Useful telephone numbers:

Disability Rights Commission Helpline	0207 828 7022 / 0845 622 633
DfES Publications	0845 60 222 60
Ofsted Publications	02075100180
QCA	021 8867 3333

2017 Audit Helen Torr Deputy Head - Chair of General Purpose Helen Lawrence
Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term	1. Ensure that all disabled children and visitors can be safely evacuated.	a. Put in place Personal Emergency Evacuation Plans for all disabled children. b. Put in place Emergency Evacuation Plans for visitors. c. Ensure all staff are aware of their responsibilities. d. Ensure entrances/exits meet with DDA guidelines.	July 2017	Head/Deputy/ Governing Body	All disabled children, visitors and staff are safe and confident in the event of an evacuation.
Med Term	1. To contact Highways agency to check whether we are legally required to provide a disabled parking place	a. Allocate a space.	2017	Helen L governor/ Deputy	Accessible parking bay for disabled staff/visitors.
Long Term	To improve outdoor environment	3 COMPANIES to produce outdoor plans and quotes	2017	Louise Lowings	Zoned working areas in outdoor areas

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. Increase confidence of staff in differentiating the curriculum. 2. Ensure all staff are aware of disabled children's curriculum access.	a. Undertake audit of staff training needs on curriculum access. b. Identify training needs and access CPD courses as necessary. a. Set up system of individual access plans for disabled children. b. Set up system for information to be shared with staff.	Ongoing From entry. " "	Head/Deputy/ SENCO " " Head/Deputy/ SENCO " "	Raised confidence of staff in strategies for differentiation and increased child participation. All staff aware of individual children's access needs.
Med Term	1. Review all curriculum areas to include disability issues.	a. Include specific reference to disability equality in all curriculum reviews. b. Develop key group	Spring 2017	All staff/Governing Body All staff	Gradual introduction of disability issues into all curriculum areas.

	2. Ensure all nursery trips are accessible to all.	PSE work to address disability equality issues. c. Have section on disability and curriculum access on planning sheets. a. Risk assess any locations prior to the trip, with particular view to accessibility.		Head Julie Jordan Educational trip organiser	All children in nursery able to access all nursery trips and take part in a range of activities.
Long Term	1. Ensure all staff have undertaken disability equality training.	a. Audit CPD needs. b. Access CPD courses as required. c. Ensure all new staff undertake disability equality training.	Summer Term 2017- Review annually	Head/Deputy/ Staff	All staff work from a disability equality perspective.
	2. Develop links with local special school to improve understanding of curriculum.	a. Organise opportunities for staff to observe practice.	Autumn 2017	Deputy	Increased confidence of staff in developing curriculum accessibility.

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. Review information to parents/carers to ensure it is accessible.	a. Ask parents/carers about access needs when child is admitted to school. b. Review all letters home and produce them in alternative formats if required i.e. large print, tape recorded. Question to be added to Home Visit form	Annually from Sept 2017	Head/Deputy/ Administrator	All parents getting information in format that they can access. Children and families can access the nursery environment
	3. Inclusive discussion of access to information in all	a. Develop strategies for accessible information in IEP's, reviews and annual	Ongoing 2018	SENCO and Assistant SENCOs	Staff are more aware of parents/carers preferred methods

	IEP reviews and annual reviews.	reviews. b. Ask parents/carers about preferred formats to access information.			of SEN communication.
Med Term	1. brochure to be accessible.	a. Ensure language in brochure is in Plain English and explicitly welcomes disabled children and those with SEND. b. Ensure brochure could be available in other formats i.e. large print, tape recorded.	Ongoing	Head/Deputy/ Governors/ Administrator	Parents/carer feel confident in the information they have about the nursery.
Long Term	1. Review all signs in nursery to include pictures/symbols. 2. Develop visual timetabling as a tool.	a. Gradually replace written signs with signs which include symbols. b. Put symbols on displays to enhance text. a. Staff meeting to share understanding of practice and use. b. Agree a whole nursery approach.	Ongoing Review Spring 2018	All staff SENCO and all staff	Everyone can understand signage and find way around nursery. All children clear about timetable and secure about what is happening.

Status	Agreed
Agreed at:	Governors Committee General Purposes
Effective from:	February 2018
To be reviewed by:	Governors February 2019
Responsible person in school:	Helen Torr

Responsible person signature:

Date:

Governor signature:

Date: