

# **Madeley Nursery School**

## **A place to create and celebrate a community of learning**

### **Accessibility Plan**

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At Madeley Nursery School, our vision is to include all pupils, whatever their abilities and needs, in our aim to develop independence and self-esteem. Furthermore, we aim to include all pupils in the development of moral, cultural, social and religious aspects of our society. We achieve this through our broad and stimulating curriculum, which enables all pupils to 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 affect or 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 keyboards, 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 SEND 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 SEND route and those provided under the planning duty is that the SEND 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 SEND 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 SEND 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
- Race Relations and Equal Opportunities Policy
- Behaviour Policy
- School Development Plan
- School Asset Management Plan
- SEND policy
- SEND Code of Practice

## **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 when possible.

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**

[SEND code of practice: 0 to 25 years – September 2020](#)

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

[Telford and Wrekin Schools Accessibility Strategy: 2019](#)

[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

## 2024 Audit - Ben Braim, Deputy Head -General Purpose Improving access to the physical environment

Term	Targets	Actions	Time scale	Responsibility	Outcomes
Short	<ul style="list-style-type: none"> <li>Ensure that all children and adults can be safely evacuated.</li> <li>Ensure that all children and adults with <i>disabilities</i> can be safely evacuated</li> <li>To ensure that children attending nursery with physical disabilities and require a chair /frame access the Studio nest.</li> </ul>	<p>Put in place personal emergency evacuation plans for all children with disabilities when they start nursery</p> <p>B. Ensure all visitors when attending nursery are aware of the emergency exits when they sign in.</p> <p>C. Ensure all staff are aware of their responsibilities to assisting disabled pupils through their PEEP provision</p> <p>D. ensure entrances/ exits meet the DDA guidelines</p>	Ongoing	Head/ Deputy/ Governing Body	All Children and Visitors with disabilities and staff are safe and confident in the event of an evacuation
Med	To contact Highways agency to check whether we are legally required to provide a disabled parking space	A. Allocate a space	Initiated Jan 2022	Ben B and Paula E – Paula will contact highways agency.	Accessible parking bay for disabled staff/ visitors
Long	To build a new eco learning room to use as a teaching space for both adults and children improve outdoor environment	Ongoing	2022	Louise Lowings	Zoned working areas in outdoor areas

## Improving access to the curriculum

Term	Targets	Actions	Timescale	Responsibility	Outcomes
Short	<p>1. increase confidence of staff in adapting the curriculum</p> <p>2. Awareness of the access to curriculum for children with disabilities</p>	<p>A. Support staff in developing their adaptive teaching practice in Maths and Literacy through weekly training opportunities</p> <p>B. identify training needs and access CPD courses as required</p> <p>C. SENDCo send training emails to all staff when relevant</p> <p>A. Set up a system of individual plans for children with disabilities</p> <p>B. Support from SENDCo for writing and reviewing IEP targets</p>	<p>Ongoing</p> <p>From entry</p>	<p>Head/ Deputy/ SENDCO</p> <p>Head/ Deputy/ SENDCO</p>	<p>Raised confidence of all staff in strategies for adapting teaching practice to meet the needs of all children and increased child participation</p> <p>All staff to be aware of individual children's access needs</p>
Med	<p>1. Review all curriculum areas to include disability issues</p> <p>2. Ensure all Nursery trips are accessible to all</p>	<p>A. Include specific reference to disability equality in all curriculum reviews</p> <p>B. Develop key groups PSE work to address disability equality issues</p> <p>A. Risk assess any locations prior to the trip, with particular view to accessibility</p> <p>B. Training required</p>	Ongoing	<p>All staff/ governing body</p> <p>All Staff</p> <p>Ben B Educational trip organiser</p>	<p>Gradual introduction of disability issues into all curriculum areas</p> <p>All children in Nursery able to access all Nursery trips and take part in a range of activities</p>
Long	1. Ensure all staff have undertaken disability equality training	<p>A. audit CPD needs</p> <p>B. access CPD courses as required</p> <p>C. ensure all new staff undertake disability equality training.</p>	Ongoing	Head/ Deputy/ Staff	All staff work from a disability equality perspective

	2. Develop links with local special schools to improve understanding of curriculum	A. Organise opportunities for staff to observe practice		Deputy through NASENDCO	Increased confidence of staff in developing curriculum accessibility
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### Improving access to information

Term	Targets	Actions	Timescale	Responsibility	Outcomes
Short	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	Head/ Deputy/ Administrator	All parents receive information in format that they can access Children and families can access the Nursery environment
	2. Discussion of access to information in IEP reviews and annual reviews	A. Develop strategies for accessible information in IEP's reviews and annual reviews B. Ask parents/ carers about preferred formats to access information	Ongoing	SENDCO & Assistant SENDco's	Staff are more aware of parents/ carers preferred methods of SEND communication
Med	Brochure to be accessible	A. ensure language in brochure is in clear and explicitly welcomes disabled children	Ongoing	Head/ Deputy/ Governors/ Administrator	Parents/ carers feel confident in the information they have about the

		and those with SEND. B. ensure brochure could be available in other formats i.e. large print, tape recorded. Other languages			Nursery
Long	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. Ongoing training amongst staff team with support from SENDCo in the use of visual timetabling	Ongoing  Monitoring ongoing	All staff  SENDCo 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:	Spring 2024
To be reviewed by:	Governors 2025
Responsible person in school:	Ben Braim

Responsible person signature:

Date:

Governor signature:

Date: