

Accessibility plan

Langley Moor Nursery School



Approved by:

Date:

Last reviewed on:

Next review due by:

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, please see the school complaints policy. Where possible complaints will be dealt with informally in order to reach a resolution promptly.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our nursery school offers differentiated provision for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the provision.</p> <p>Curriculum resources include examples of people with disabilities, wherever possible</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Medium term: Continue to develop staff expertise in supporting children who need extra support to access provision/ teaching task because of speech and language difficulties</p>	<p>Access training through the COL/SALT</p>	<p>HT</p>	<p>April 2019</p>	<p>Staff have increased skill in differentiating questions according to current verbal reasoning skills of children.</p>
Improve and maintain access to	<p>The environment is adapted to the needs of pupils as required.</p>	<p>Long term: Continue to ensure that in any</p>	<p>None currently</p>	<p>HT</p>	<p>N/A</p>	

the physical environment	<p>This includes:</p> <ul style="list-style-type: none"> • A ramp which was added when the new extension was built. • A disabled parking bay • Disabled toilets and changing facilities • All doors are wide enough to allow wheel chair access 	further developments to the buildings, increased accessibility is a priority.				
Improve the delivery of information to pupils and parents with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations. • Parents are advised that they can receive support with reading/writing tasks and access to this service has been used by a number of parents. 	Medium term: Ensure that information given to parents is relevant and accessible to all; with information overload being avoided.	<p>Review all forms of documentation.</p> <p>Consult with parents as to easiest forms of communication for them</p>	HT	February 2019	Improved communications with all parents.

4. Monitoring arrangements

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

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All on one floor	N/A		
Corridor access	N/A	N/A		
Lifts	N/A	N/A		
Parking bays	One disabled bay	N/A		
Entrances	Wide enough to allow wheel chair access	N/A		
Ramps	One at rear of building. All other access points are flush	N/A		
Toilets	One disabled toilet in entrance	Ensure access to toilet is clear.	HT and caretaker	December 2018
Reception area	Easily accessible	N/A		

Internal signage	Signage is in place to indicate the entrance as advised.	N/A		
Emergency escape routes	These are readily accessible for all	N/A		