

# Chelwood Nursery School

## Accessibility Plan

Chelwood Nursery School

- has high ambitions for its children with disabled pupils and expects them to participate and achieve in every aspect of school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the EYFS
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

### AIMS OF THIS PLAN

We have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for people with a disability to:

- improve access to the physical environment,
- increase the extent to which all pupils can participate in the different areas of the Early Years Foundation Stage curriculum
- improve the availability of accessible information to disabled pupils and or parents.
- 

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's SEND policy.

This Accessibility Plan will, therefore, begin the process of addressing the needs of disabled people through specific targets.

Attached is an action plan showing how the school will address the priorities identified.

## **OBJECTIVES OF THIS PLAN**

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the EYFS which underpin the development of a more inclusive curriculum

## **CURRENT PUPIL DATA & SCHOOL AUDIT**

The Inclusion and Diversity Leader holds the details about the children with SEND currently attending our school.

The school will endeavour to make reasonable adjustments to accommodate the needs of these children on an 'as needed' basis.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- in order to ensure that our data is up to date and accurate we will liaise with the families, the Local Authority and Health Visitors and other professionals so as to identify and therefore plan a response to students with a disability well before they arrive.

## **FINANCIAL PLANNING AND CONTROL**

The Head teacher with Senior Leadership Team, together with the Finance Committee will review the financial implications of the School's Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

The school will finance the plan by identifying costs and incorporating them into current and future budget commitments.

## **MONITORING THE PLAN**

Annually Governors will check that there has been:

- success in meeting identified targets;
- changes in physical accessibility of school buildings;
- the opportunity for stakeholders e.g. parents, pupils and staff, to comment on the school's ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for any pupils with additional needs;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;
- levels of progress for pupils with disabilities at least equal to those of their peers;
- Ofsted inspections that identify high levels of educational inclusion

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing targeted training for staff on the needs of particular pupils;
- promoting collaboration through the provision of information and the sharing of good practice;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that the school is aware of all support services that provide advice to schools and staff.

## IMPROVING THE CURRICULUM ACCESS

Target	Strategy	Outcome	Timeframe	Evaluation
Increase the ability of the staff to recognise and support children with speech and language difficulties	Whole school training in supporting children with S&L delay	All staff will be able to meet the needs of pupils with S&L difficulties and improve provision to ensure good outcomes	Autumn 16/ Spring 17	
Increase the ability of the staff to recognise and support children with ASC	Whole school training Autism awareness level 1	Staff will be able to appreciate the needs of children with ASC Further training will be accessed by particular members of staff to meet the specific needs of individual children	Autumn 18	

## IMPROVING THE PHYSICAL ACCESS

Target	Strategy	Outcome	Timescale	Evaluation
Make all outdoor areas safely accessible to the visually impaired	Ensure outdoor planning and staff are fully briefed on the need of the visually impaired and sign / hi-vis paint where necessary.	Steps will be easily distinguishable to those with a visual impairment  Staff know where visually impaired may need briefing	Autumn 2016	
Improve signage access to the school building	Clearer and more obvious signage commissioned.	All users will be able to find main entrance and navigate main access the building safely during the hours of darkness	Autumn 2016	

## IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Provide improved signage both inside and outside	New signage for School sign, reception, preschool & nursery	Access is clearly identified for all users	Autumn 2017	
Provide information for parents in a variety of formats	Research services that are available to convert information into alternative formats	If needed the school can provide information in alternative formats	Summer 2019	
Visual timetables	Ensure visual timetables and prompts are durable	Visual	Autumn 2017	