

Accessibility plan



Beechdale Nursery School

Approved by: Governing Body

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Next review due by: September 2022

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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.

Beechdale Nursery School acknowledges that every child is unique and both the ethos and culture of the school will be such that everyone is equally valued and that every pupil with SEN and (or) disabilities receives an education that allows them to achieve their full potential.

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, this procedure sets out the process for raising these concerns.

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

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.

This policy complies with our funding agreement and articles of association.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Our staff have sufficient knowledge of the range of SEN children may present with and how to support these through a regular programme of training. Our outreach staff have sufficient expertise to support teachers in other schools.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</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>Ensure DAF funding is use effectively to support the needs of SEN children.</p>	<p>Support parents with application for DAF funding</p> <p>Work with parents and staff to ensure funding is used to meet specific needs of child.</p> <p>Analyse impact of funding on outcomes and well-being of child</p>	<p>Julia Graham</p> <p>Ali Richardson</p>	<p>December 2020 for funding application</p> <p>July 2021 for analysis of impact</p>	<p>Resources purchased through DAF funding ensure that SEN children access the full curriculum and they make at least expected progress from their starting points.</p>

	The curriculum is reviewed to ensure it meets the needs of all pupils.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Specialist equipment such as iPad apps, adjustable chairs, rollators etc 	Ensure the physical environment is accessible to children using rollator	<p>Consult with OH and PT when introducing rollator in school</p> <p>Make any adjustments to layout of furniture recommended</p> <p>Seek staff training to ensure staff are aware of needs and can adapt activities to include child fully</p>	<p>Julia Graham</p> <p>Ali Richardson</p>	<p>December 2020 for staff training and consultation with professionals</p> <p>July 2020 for analysis of impact</p>	<p>The physical environment is accessible to all and can be navigated without difficulty</p> <p>Children with mobility difficulties access the full curriculum and they make at least expected progress from their starting points.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations • Makaton 	Ensure a wide range of communication aids are used with SEND children to meet their specific needs and learning styles	<p>Consult with a range of professionals to assess which method of communication suits each child e.g. ASD, COG, EWE teams</p> <p>Include these strategies in SEN SPs and evaluate impact on a half termly basis to check quality and effectiveness</p>	<p>Julia Graham</p> <p>All SEN staff</p>	<p>Ongoing</p>	<p>Information is accessible to all children and communication is adapted by staff to meet their specific needs.</p> <p>Children with communication difficulties access the full curriculum and they make at least expected progress from their starting</p>

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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	One	NA		
Corridor access	Mainly clear	To be reviewed according to needs of children and mobility needs where appropriate	Julia Graham	Ongoing
Lifts	None	NA		
Parking bays	None	Discuss implementing a disabled bay in car park with Junior HT	Julia Graham	January 2019
Entrances	Clear and disabled access available throughout building	NA		
Ramps	Ramps available to both buildings	NA		
Toilets	Disabled toilet available for adults and children	NA		
Reception area	Reception area accessible	NA		

Internal signage	All in place			
Emergency escape routes	Escape routes in two points and both accessible via ramps.	NA		