

Lydalls Nursery School Accessibility Plan

2018-2021



LYDALLS NURSERY SCHOOL ACCESSIBILITY PLAN

At Lydalls Nursery School and Chameleon Club, we are committed to providing a 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.

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make “reasonable adjustments” to their policies, procedures and practices to accommodate pupils with disability more fully in school life. A school’s duty to make reasonable adjustments is an anticipatory one and therefore schools need to think in advance about what disabled pupils might require and what adjustments might need to be made for them.

‘Schools and responsible bodies will be expected to continue to improve access through repair and maintenance work that is undertaken in schools. They will also be expected to fund the provision of most specialist equipment and fittings e.g. ICT, specialist furniture, curtains, signage and other smaller items of work. In addition schools will be expected to pay the first £300 for each item of specialist equipment required by pupils with a disability. Any financial contribution by the Council will be subject to agreement by the SEN case officer or appropriate County Council health practitioner’.
(Oxfordshire County Council, Schools Accessibility Strategy 2017)

The Accessibility Plan will contain relevant actions to the following three aspects:

Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Plans for each of these aspects will have short, medium and long term objectives that will be reviewed and adjusted annually. A new plan will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. The Accessibility Plan operates in line with the disability equalities scheme and the Inclusion Policy, Teaching and Learning Policy and Special Educational Needs Policy.

The Accessibility Plan relates to the Access Audit of the School, which is undertaken regularly by the school. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, Equality and Diversity will be considered and where appropriate they will make reference to this Accessibility Plan.

April 2018

Improving access to the physical environment of the school

What is already in place?

There is at least one disabled car-parking space near the entrance to the school. The car parking area is suitably surfaced.

The route to the Reception area from the car park has surfaces that are smooth and slip resistant. They are wide enough for a wheelchair user, with passing places and are free from hazards such as bollards and litter bins. The routes are kept free of snow, ice and fallen leaves as necessary.

The doors to Nursery and exiting onto the outdoor learning environment are wide enough to accommodate wheelchairs and walking aids. The entrance door clearly distinguishable from the façade. There are vision panels to see through the door from both sides at seating and standing level.

There is a disabled toilet for adults' access in the Reception area and in the training room. These are signed as such.

Ramps to the Reception area and the training room have level surfaces at the top and bottom. They are wide enough to accommodate wheelchairs and walking aids. The surface of the ramp is slip resistant, there are handrails to at least one side of all ramps and steps, the ramps and steps adequately lit and treads and risers to steps are consistent in depth and height.

Signs in the Reception area are positioned to inform those with visual impairments and wheelchair users with reduced eye-levels. The Reception counter has a section with maximum height of 800mm. There is seating with arm and back support and space for wheelchair users.

What do we need to do now?

Put grab rail into children's toilets

When

2018-2019

Who

Lisa Walters

Refresh car park markings in disabled parking bay

2018-2019

Lisa Walters

Add sign to gates to phone office to open gates if support with access required

2018-2029

HT

Paint 'nosings' on steps to training room

2019-2020

Lisa Walters

Add sign outside for 'reception' to the wall at wheelchair height with tactile information/braille

2019-2020

Lisa Walters

Ensure all new staff are given appropriate support and induction in order to support disabled pupils effectively

Ongoing to 2021

HT and SENCO

Refer to Oxfordshire County Council Accessibility Strategy (2017) Annex A Funding Physical Adaptations to clarify where responsibility funding for changes to the environment lies

Lisa Walters

Increase access to the curriculum for pupils with a disability**What is already in place?**

Where children have a disability, staff are supported by professionals from the SENNS team and follow their advice in setting targets, identifying next steps and supporting developmental needs.

Some staff are able to use sign supported English and gesture to support children's developing language. Staff are skilled at supporting children's behaviour.

Visual support and resources such as SCERTS resources are used to support routines and individual children in the Nursery and Chameleon Club.

Adult led group times are managed and organised to meet the needs of children with specific needs; quieter spaces for children needing an environment that supports children with hearing or behavioural needs

Where outings to support the curriculum are planned, ratios of staff to children are considered carefully to ensure children are able to access these sessions safely and successfully. Visits are planned according to our Educational Visits policy and are risk assessed. It is expected that visits are planned and organised so that all children are able to access the experience.

The Nursery has a sensory room with multi-sensory resources. Children are able to use this room for 1:1 and small group interventions

What do we need to do now?

	When	Who
Refresh Teamteach training	2018-2019	HT and SENCO
Refresh signing training	2018-2019	HT and SENCO
Ensure all new staff are given appropriate support and induction in order to	Ongoing to	HT and SENCO

support disabled pupils effectively Refer to Oxfordshire County Council Accessibilty Strategy (2017) Annex A Funding Physical Adaptations to clarify where responsibility funding for additional resources lies	2021	Lisa Walters
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Improve the delivery of written information to pupils, staff, parents and visitors with disabilities		
What is already in place?		
Information to parents is presented in a variety of formats; website, Parentmail, Facebook		
Information is given to parents on coloured paper where requested		
Visual support is used on key Health and Safety/Safeguarding signage around Nursery e.g. STOP sign by doors, images of sunscreen on 'sun safe' poster, no mobile phones/cameras sign		
What do we need to do now?	When	Who
Ensure all new staff are given appropriate support and induction in order to support disabled pupils effectively	Ongoing to 2021	HT and SENCO
Ensure literature about disability and inclusion is available in the parents' library		HT and SENCO
Refer to Oxfordshire County Council Accessibilty Strategy (2017) Annex A Funding Physical Adaptations to clarify where responsibility funding for additional resources lies		Lisa Walters