

Accessibility plan

Lydalls Nursery School

2023-2026



Policy Reviewed: Spring 2023
Next Review: Spring 2026

Governor Authorisation

Signature _____

Date _____

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

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.

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 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. This includes Oxfordshire County Council's Schools Accessibility Strategy.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

Increase access to the curriculum for pupils with a disability

What is already in place?

Our school offers a differentiated curriculum for all pupils

We use resources tailored to the needs of pupils who require support to access the curriculum

Curriculum resources include examples of people with disabilities

Curriculum progress is tracked for all pupils, including those with a disability

Targets are set effectively and are appropriate for pupils with additional needs

The curriculum is reviewed to make sure it meets the needs of all pupils

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.

Increasing numbers of staff are able to use sign supported English (Makaton) 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 Team teach training	Oct 2024	All relevant staff
Embed cascaded signing training with all staff	2025	All relevant staff
Ensure all new staff are given appropriate support and induction in order to support disabled pupils effectively		Ongoing
Complete enhancement of sensory room	July 2023	Deputy SENCO
Audit resources which include examples of people with disabilities .		SENCO/Headteacher and deputy SENCO

Improve and maintain access to the physical environment

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?

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

When

September 2023

Who

Headteacher

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

Ongoing

Headteacher

Improve the delivery of information to pupils with a disability (as well as to parents, staff and visitors)

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?

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

Ensure literature about disability and inclusion continues to be available in the parents' library (audit for lost

When

Ongoing

Ongoing

Who

Headteacher/SENCO and Deputy SENCO

HT and SENCO

4. Monitoring arrangements

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

It will be approved by the governing board.

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
- SEND policy