

Lydalls Nursery School Accessibility Plan

2015-2018



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.

This Accessibility Plan will contain relevant actions to:

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.

There are Action Plans, relating to these key aspects of accessibility in place. These plans will be reviewed and adjusted on an annual basis. New Plans 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 Action Plan for school accessibility 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.

May 2015

How well can disabled children and young people engage in the school curriculum?		
What is already in place?		
Staff use Makaton signs and gesture to support developing language in the Nursery		
Staff are skilled at supporting children's behaviour		
Visual support and resources such as PECS and SCERTS resources are used to support routines such as snack time		
What do we need to do now?	Timeframe	Who
Ensure all new staff are given appropriate support and induction in order to support disabled pupils effectively	Ongoing to 2018	Rebecca Saunders and Sarah Phillips
Ensure that there are positive examples disability and inclusion in literature and images in the Nursery and Chameleon Club	Ongoing to 2018	Rebecca Saunders and Sarah Phillips
Ensure that there are examples of dual language text books in the lending library and the Nursery and Chameleon Club	Ongoing to 2018	Rebecca Saunders and Sarah Phillips
All staff to be trained in Team Teach to ensure children with the most challenging behaviour are supported effectively and safely	September 2015	Rebecca Saunders
Develop an additional quiet space for children who may be over stimulated during the Nursery session	September 2015	Rebecca Saunders
All staff to have additional training in Attachment theory to support the management of children's behaviour	Summer 2016	Rebecca Saunders

Ensure support staff in Chameleon Club are able to language with signs and gesture	Summer 2016	Rebecca Saunders
Develop the outdoor area to include more sensory flora and fauna for children with sensory impairment	Summer 2016	Rebecca Saunders
Refer to Oxfordshire County Council Accessibilty Strategy (2012) Annex A Funding Physical Adaptations to clarify where responsibility funding for additional resources lies	Ongoing responding to needs of individual pupils	Lisa Walters and Rebecca Saunders

<p>How can we improve the physical environment of schools to increase disabled pupils' physical access to education and extra curricular activities?</p> <p>What is already in place?</p> <p>The doors to Nursery and exiting onto the outdoor learning environment are wide enough to accommodate wheelchairs and walking aids</p> <p>There is a disabled toilet for adults' access in the Reception area and in the training room</p> <p>The Nursery has a sensory room with multi-sensory resources. Children are able to use this room for 1:1 and small group interventions.</p> <p>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</p> <p>Where disabled pupils attend wraparound care including holiday clubs, ratios of staff to children are considered carefully to ensure children are able to access these sessions safely and successfully</p> <p>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</p>

What do we need to do now?	Timeframe	Who
Ensure all new staff are given appropriate support and induction in order to support disabled pupils effectively	Ongoing to 2018	Rebecca Saunders and Sarah Phillips
Ensure that changes to cloakroom mean that pegs are at a height accessible by disabled pupils who may be wheelchair users	Summer 2015	Lisa Walters and Rebecca Saunders
Add a supportive handrail to one of the children's toilets in Chameleon Club and one in Nursery	Summer 2018	Lisa Walters and Rebecca Saunders
Refer to Oxfordshire County Council Accessibility Strategy (2012) Annex A Funding Physical Adaptations to clarify where responsibility funding for changes to the environment lies	Ongoing responding to needs of individual pupils	Lisa Walters and Rebecca Saunders

How can we improve the delivery of information to disabled children and young people, using formats which give better access to information?		
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		
What do we need to do now?	Timeframe	Who
Ensure all new staff are given appropriate support and induction in order to support disabled pupils effectively	Ongoing to 2018	Rebecca Saunders and Sarah Phillips
Ensure literature about disability and inclusion is available in the parents' library	Ongoing to 2018	Rebecca Saunders and Sarah Phillips

Refer to Oxfordshire County Council Accessibilty Strategy (2012) Annex A Funding Physical Adaptations to clarify where responsibility funding for additional resources lies	Ongoing responding to needs of individual pupils	Lisa Walters and Rebecca Saunders
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Governor Authorisation

Signature _____ **Date** _____