

The Lea Nursery School

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Accessibility Plan

Approved by Governing Body:	
Date:	Autumn 2020
Review Date:	Spring 2023

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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.

This means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in the School, celebrating and valuing the equal opportunity achievements and strengths of all members of the School.

We believe that equality at our School should permeate all aspects of life and is the responsibility of every member of the School and wider community. Every member of our community should feel safe, secure, valued and of equal worth.

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.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	<p style="text-align: center;">Current good practice</p> <p style="text-align: center;"><i>Include established practice and practice under development</i></p>	<p style="text-align: center;">Objectives and Success Criteria</p>	<p style="text-align: center;">Actions to be taken</p>	<p style="text-align: center;">Person responsible</p>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use teaching methods and resources tailored to the needs of pupils who require support to access the curriculum. If appropriate children have an individual education plan. (IEP)</p> <p>For example there are staff on the team who have training in using:</p> <ul style="list-style-type: none"> • Picture exchange communication (PECs) • PALs • Makaton • TEACCH • Makaton. <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>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We work with parents and other professionals like Speech and Language Therapists, Physiotherapists, Occupational Therapists and Specialist Support Teachers to help children make the best possible progress.</p>	<p>All staff consistently use a vocabulary of 10 Makaton words with children.</p> <p>Children with Special Educational Needs will be supported by all adults in order to make good to outstanding progress from their starting points.</p> <p>Staff will develop their knowledge and understanding of specialist techniques to support children with Autistic Spectrum Disorder (ASD) in order to ensure that children with ASD learn optimally.</p>	<p>Children with SEN will be identified early.</p> <p>Where appropriate referrals to other agencies will be made.</p> <p>All staff will share responsibility for supporting children in free flow play.</p> <p>Small group/individual work will be carried out with individuals as appropriate</p> <p>Planning will be flexible and will account for the needs and interests of children.</p> <p>PECs, Makaton and other training will be booked and completed as appropriate.</p>	<p>NEC, RP & external providers where necessary</p>

<p>Improve and maintain access to the physical environment</p>	<p>The teaching and learning environment is on a single level with wheelchair access. This includes:</p> <ul style="list-style-type: none"> • Wide corridors • Disabled parking bays • Disabled toilet and changing facilities • Resources available at wheelchair-accessible height 	<p>Development of a 'cozy' areas in the nursery class and garden where children with disabilities can be protected from the general busy-ness of the Nursery.</p>	<p>Garden project with Kathryn Solly will include consideration of children with disabilities.</p> <p>Creation of a sensory room in the Nursery class.</p>	<p>NEC, SS, RP, GR</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Makaton • PECs • Visual timetables and pictorial and symbolic representations <p>Staff members receive training as appropriate such as fitting hearing aids.</p>	<p>All staff consistently use a vocabulary of 10 Makaton words with children.</p> <p>All staff to consistently supplement routine instructions with a visual prompt.</p>	<p>Ongoing modelling of Makaton signs.</p> <p>Cards displaying routine instructions to be purchased for all staff and worn daily.</p>	<p>NEC, RP & external provider if appropriate.</p>

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 Curriculum and Standards Committee.

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	Single story building with no steps	n/a	n/a	n/a
Corridor access	Corridors are accessible via Reception and through the Nursery class.	All adults to check corridor periodically to ensure that coats from coat pegs have not fallen onto the floor.	All Nursery adults.	Daily- ongoing.
Parking bays	There are 4 disabled parking bays in the car park. Badge holders (including parents) are allowed into the car park.	n/a	n/a	n/a
Entrances	There are 5 routes into the Nursery. All 5 are wheelchair accessible although 4 of the 5 routes would require another person to open the door. The front door opens automatically and a wheelchair accessible touch button opens the inner door.	n/a	n/a	n/a
Toilets	There is a toilet with disability access in Reception.	n/a	n/a	n/a
Reception area	The Reception area has a door buzzer. Reception staff are available throughout the school day to offer access to those with disabilities.	n/a	n/a	n/a
Emergency escape routes	Emergency escape routes are clearly labelled and accessible through the classroom (via the Nursery garden) as well as through Reception.	Ensure signage on emergency escape routes remains current and is always visible.	GR	Daily- ongoing.