

**Seaham Harbour Nursery  
School**

**Accessibility Plan  
2019-2022**

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Accessibility Plan 2019 to 2022

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## **1. Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Seaham Harbour Nursery School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning and are valued as individuals. We believe that children should feel happy, safe, valued and respected so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Seaham Harbour Nursery School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Seaham Harbour Nursery School is committed to providing an environment that enables

full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Seaham Harbour Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in schools visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include reading books and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The intention of the Seaham Harbour Nursery School Accessibility Plan is to cover all three planning duties:

### **Improvements to the physical environment**

Under this planning duty we will need to consider the physical environment and aids to access education. This includes improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

### **Improving the way in which information is delivered**

This is the requirement to ensure that all information normally provided by the school be it handouts, reports, timetables etc can be made more accessible by providing it in various preferred formats, if required, within a reasonable timeframe.

## **Increased access to the curriculum**

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. Adjustments that would help disabled children access a meaningful curriculum might include: expanding the curriculum to ensure that pupils with a disability are as equally prepared for life as an able bodied pupil.

These can all be considered and included in a planned programme of improvements over time, to meet current and future needs of users of the school buildings.

## **2. Aims and Objectives**

Seaham Harbour Nursery School acknowledges that every child is unique and is equally valued. Children with SEND each receive an education that allows them to achieve their full potential.

We will

- Continue to develop access to the broad EYFS curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve communication with non-verbal children

Our objectives are detailed in the Action Plan below

## **3. Current good practice**

We currently ask about any disability or health condition in early communications with new parents and carers on registration, at our prestart open evening and induction day. We encourage parents to develop good relationships with their child's key person to enable sharing of information and openness.

### **➤ Physical Environment**

Disabled pupils participate in all activities. Some aspects of these activities present particular challenges, for example: lunch times for pupils with social/interaction impairments, school trips for pupils with medical needs. We always try to offer solutions to these barriers wherever possible by adjusting what we do. There are no parts of the school to which disabled pupils have limited or no access to.

### **➤ Curriculum**

There are very few areas of the curriculum to which disabled pupils have limited or no access, as we work in a very holistic child-centered manner. We have developed skills over time in supporting children with disabilities and where possible identified outreach staff are used to support. We are always happy to receive information and support from other professionals.

### ➤ **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils (e.g. picture cards), parents and staff (e.g. large print on letters). We also make an effort to communicate, by speaking to all parents who may have issues with reading letters, notices, signs and form filling.

## **4. Access Audit**

The school is two separate single storey buildings with access points from outside. The buildings are divided into two different areas; one for 2 year olds and one for 3 and 4 year olds. Each building has an external access point for all adults and children to enter and separate access points to the outdoor environments. The 2 year old building has a large access ramp into the building and the outdoor area and from the internal door a set of 2 steps for access to the outdoor area. The main nursery building has a step to the outside area from an internal door, the other external door opens onto the flat surface. All external doors in both buildings give wide door access. Some internal doors are standard size, others are wider. Both buildings have accessible bathrooms for children and adults to use. One of the bathrooms has a changing table. Entrances to either building are either flat or ramped and have wide doors fitted and are accessible to wheelchair users. Both buildings have internal emergency signage and escape routes are clearly marked.

## **5. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

Date reviewed September 2019

Headteacher

Chair of Governing Body

## 6. Action Plan

**Aim 1: To continue to develop access to the broad EYFS curriculum for pupils with a disability.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To liaise with any other providers and parents to review potential new intake	To identify pupils who may need additional to or different from provision for the next intake	Easter/ Summer each year	HT DHT	Procedures/equipment /ideas set in place by time of entry each year. Expected/accelerated progress for all children.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT	All policies clearly reflect inclusive practice and procedure.
To establish and develop close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All staff	Clear collaborative working approach
To establish and develop close liaison with outside agencies for pupils with ongoing needs.	To ensure collaboration between all key personnel/relevant professionals involved with identified families	Ongoing	HT All staff Outside agencies	Clear collaborative working approach. Expected/accelerated progress for all children.
To ensure full access to the curriculum for all children.	CPD for staff to recap and update support/advice for children with a disability showing reflective practice around school	Ongoing	HT All staff	Advice taken and strategies evident in practice and environment. Expected/accelerated progress for all children.

<p>To ensure assessment processes allow small steps of progress to be measured for children with SEND</p>	<p>The use of earlier age bands in the EYFS/Development journal to help develop more relevant learning opportunities and assessment of progress for children A range of support staff including outreach staff Specific equipment sourced from other professionals as required/as appropriate</p>	<p>Ongoing</p>	<p>HT All staff Outside agencies</p>	<p>Clear collaborative working approach. Inclusive practice and environment showing adjustments if needed Expected/accelerated progress for all children.</p>
<p>To monitor achievement and attainment for children identified with SEND</p>	<p>Ensure support plans are monitored and regularly updated with SMART outcomes. Recall meetings to update all staff Scrutiny of assessment system Regular liaison with parents/other professionals</p>	<p>Ongoing</p>	<p>HT All staff</p>	<p>Progress made towards support plans. Expected/accelerated progress for all children.</p>

**Aim 2 : To improve and maintain access to the physical environment of the school**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Improve physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	HT Governing Body	Enabling needs to be met where possible.
Ensure visually appealing environment for all children.	High quality display and attention to detail in all areas of nursery. Reducing busy environments and colour to support those children who may find this overwhelming.	Ongoing	HT All staff	Warm, inviting environment maintained.
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of support plan process as appropriate.	Ongoing	HT All staff	Enabling needs to be met where possible. Ensuring that disabled adults are not discriminated against and are encouraged and able to take an interest and be involved in their child's education.

To ensure that the medical needs of all pupils are met fully within the capability of the school.	As part of children's induction meetings information/requirements are sourced. Working with other professionals as required, for specialist training, resources equipment etc, identifying training needs and establish individual protocols where needed.	Ongoing	HT All staff Outside agencies	Ensuring all children's medical needs are met.
To ensure environment is appropriately calming and conducive to engagement and focus for all children	To provide a holistic climate that thoughtfully plans the spaces, resources and an ethos that enables all children to engage in learning at a level according to their SEND needs.	Ongoing	HT All staff GB	A focused, purposeful environment Accelerated/expected progress for all children.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /newsletters	Ongoing	HT All staff GB	No accidents, a safe area for all

**Aim 3: To improve the delivery of information to disabled pupils and parents.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To ensure all children with ASD have access to the curriculum	Regular parental communication Individualized multi-sensory teaching strategies used for identified children including visual timetables/now and next cards etc. Working with other professionals as needed and required	Ongoing	HT Support Staff All staff	ASD children able to access curriculum.
To ensure non-verbal children can communicate with peers and adults	Individualized teaching strategies used for identified children including PECS, Makaton etc Working with other professional's as needed and required Regular parental communication - diary books for parents and staff to write in	Ongoing	HT Support Staff All staff	Children are able to communicate at an appropriate level
To enable improved access to written information for pupils, parents and visitors.	Raising awareness of font size and page layouts will support parents with visual impairments. Questionnaires to include asking how parents prefer to receive information .	Ongoing	HT	Improved access to information
To review children's records ensuring school's awareness of any disabilities	Information collected about children includes SEND needs. Recall meetings - sharing up to date information with staff.	Ongoing	HT All staff	All staff aware of SEND of children in their key group and the wider nursery
To ensure all school information is available in alternative formats as and when required	Ensure this option is noted on documents/website etc	Ongoing	HT Office staff	Improved access to information

