

Growing Together Federation

Bowerdean Nursery School
Henry Allen Nursery School
Mapledean Nursery School

ACCESSIBILITY PLAN

This plan exists to ensure that the school is equally accessible to disabled pupils and pupils with special educational needs, and that these pupils are not prevented from achieving academically, or getting maximum benefit from their school life, by being disadvantaged through inadequate provision of building structural services, facilities, resources or curricular/extra-curricular organisation.

Disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The plan will also consider the requirements of disabled parents/parents/carers, staff and visitors to the school.

The main objectives of this plan are:-

- To increase the extent to which pupils with special educational needs or difficulties can participate in the Foundation Stage curriculum.
- To improve the physical environment of the school to ensure that pupils with any kind of disability or learning difficulty can participate in all school activities.
- To assess the delivery of written information to pupils to ensure that formats are available for pupils with disabilities or learning difficulties.
- To ensure that the school listens to the views expressed by the pupils or parents about their preferred means of communication.

This plan is developed in conjunction with the school policies on Equality, Diversity and Cohesion and Special Educational Needs.

Responsibilities

- The governing body will ensure that adequate resources are available for meeting the needs of existing disabled pupils/parents/carers/staff as identified as part of accessibility planning. Once this has been achieved it will also consider the potential needs of future disabled pupils. However, it is recognised that such requirements may have an associated cost and these requirements will therefore not be implemented until the need to do so actually arises.
- The Headteacher is responsible for ensuring that specialist help is provided to pupils with disabilities or specific learning difficulties in line with the LEA guidelines and that LEA support services and resources are fully engaged.
- This could involve working with other local schools to use their specialist resources.
- The Headteacher is responsible for ensuring that accessibility issues are considered during the procurement process.
- The governing body are responsible for ensuring that this plan is monitored and evaluated.

Principles of School Accessibility Planning

- The school will not discriminate against disabled pupils or those with an Education and Health Care Plan, their admissions and exclusions or in provision of education and other related school activities.
- The school will not put disabled pupils/ those with an Education and Health Care Plan at a substantial disadvantage.

- The school will assess accessibility annually.
- Effectiveness of the Accessibility Plan will be monitored by the governing body.
- The pupil's right to confidentiality will be respected.
- The views of parents will be obtained to ensure that each child with a disability/ Education and Health Care Plan is given an individual support plan that best meets their needs.
- All staff will be fully briefed on the requirements of the support plans for children with a disability/Education and Health Care Plan
- Full risk assessments will be carried out to ensure the safety and well-being of disabled pupils/those with an Education and Health Care Plan

All appropriate support resources and materials available from the LEA will be engaged.

Increasing Participation in the School Curriculum

- The Accessibility Plan will ensure that pupils with disabilities/ an Education and Health Care Plan are able to participate in the wider school curriculum including sports, lunch club, forest school and school visits.
- Classroom layouts and teaching methods are planned with the requirements of disabled children/those with an Education and Health Care Plan in mind.

Improving the Physical Environment

- The physical environment will be assessed including steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets, lighting, heating, ventilation, signs, interior surfaces, floor coverings, room décor and furniture.
- Required improvements to physical access will be identified in line with current and possible future needs and within the constraints of the school funds. Such improvements could include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems.
- Physical aids to support education will also be reviewed. Such aids might include ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, specialist pens and pencils, sloping desks, booster seats and specialist seating.

Improving the Delivery of Information to Disabled Pupils

- Written information provided by the school to its pupils and parents must be accessible to disabled pupils. The information should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable time frame. The information might include hand outs and information about school events. The school might consider providing the information in alternative formats (such as large print, audio tape, braille, a recognised symbol system, using pictures) by using ICT, or by providing the information orally, through lip speaking or in sign language.

Monitoring and Evaluation

- The progress on implementation of the Accessibility Plan and monitoring of its effectiveness is the responsibility of the school governing body.
- Evaluation will be based on the following indicators:
 - Greater satisfaction of disabled pupils and their parents with the provision made for them and their participation in the life of the school;
 - Evidence of the greater involvement of disabled pupils in the full life of the school (for example, participation in sporting activities and on school trips);
 - Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs;
 - Audits carried out on the main curriculum areas
 - Progressive planned improvements to the physical environment of the school;
 - Information being available to pupils in a range of formats.