

Aire Valley Nursery Schools Federation

Midland Road Nursery School



Accessibility Plan

Vision Statement

To provide a range of high quality, well resourced, inclusive, accessible services that will make a difference and improve outcomes for young children under 5 and their families both within the school and wider community.

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”.

Purpose of Plan

The purpose of this plan is to show how our schools intend, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of special educational needs and disabilities

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Enhanced Early Years Provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

In the Aire Valley Nursery Schools Federation each schools plan will be monitored by the Senior Leadership Team and the Governing Body.

Each schools current Plan will be appended to this document.

Aims

Our aims are to:

- 1) increase access to a broad and balanced EYFS curriculum for pupils with a Special Educational Need, Disability, medical condition or other access needs whether through a mainstream place or Enhanced Early Years Provision place as appropriate;
- 2) Improve and maintain the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services;
- 3) Ensure all relevant SEND information is readily available to all partners.

Our objectives are detailed in the Action Plan below.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Medication Policy
- Teaching and Learning policies
- Emergency plans
- The Local offer
- The School SEND information report.

Current good practice

- 1) All children and families receive a full induction into our Nursery, they have 1:1 time with their child's key person and/or School SENCO to discuss any medical or learning needs prior to starting. These needs are taken into account when planning for the all of the needs of the child including learning and health and safety. Any barriers to learning or access are assessed and actions taken before children begin to attend. If appropriate the children are placed onto the SEN register and the level of support they require is recorded and monitored. As an enhanced specialist provision advice and guidance is sought from a range of other professionals to ensure that children are able to access our provision and to develop and learn through an individualised curriculum. Our information is presented in a range of ways and information is orally translated for families for whom English is an additional language.
- 2) An audit of the physical environment is conducted by the Head and Resources Manager annually and monitored regularly to ensure that the physical environment is safe and fit for purpose. We will also ensure external monitoring and advice is sought on a regular basis. Access arrangements are

reviewed in light of any new children and families attending the nursery and reasonable adjustments are made. A range of high and low level furniture is provided and storage for any specialist equipment is available. Room use is flexible and is reviewed in order to best meet the needs of the current cohort of children.

3) SEND information is available on the website and from the main office of the school.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training						
1. Embed alternative and augmentative methods of communication	Audit of staff training needs.	Training needed on visual support and Makaton.	All adults trained in foundation level Makaton and visual support is consistently applied across the setting.	Observation and monitoring demonstrates that all adults use interchangeable communications systems with children	To become a Makaton friendly setting.	All children have access to a range of communication strategies and are supported to use the one most appropriate to them.
2. All children regardless of their medical need or physical need are included within the setting.	Key adults are to be trained in Paediatric first aid and Epi-pen administration. Adults have received training on Gastro Feeding, Administering oxygen and Epilepsy specific medications.	More children are able to access the setting safely with adults able to respond quickly to their medical needs. Further Training is received and monitored regularly in order to meet children's needs.	To Audit environment to ensure there are adequate opportunities for children with physical difficulties to access all areas of the setting independently, as well as safe places to play.	Children can access different areas of the setting with increasing independence.	To provide a range of specialist equipment for children who have differing physical needs in order for them to be able to independently access all areas of the setting. To achieve the PDNET Physical Friendly School Award.	Environments change responsively to children's varying needs. Children with a range of needs can be accommodated within the setting.

Teaching and learning						
1. Children access a broad and balanced EYFS curriculum	Switch toys and cause and effect resources will be purchased to enhance teaching and build on children's skills.	Children will have access to a range of appropriate resources according to their needs.	Adjustments to the physical environment are made to improve learning opportunities for all children. Children will have access to quieter spaces.	Children accessing enhanced places will have access to a separate classroom where they will be based at the beginning of the sessions. Children will have quiet spaces to for use when needed and to complete 1-1 work on individual areas of need.	A new sensory room will be developed and in use for children, catering for a full range of senses.	Children will have access to a high quality sensory room with a range of resources to support each sense.
2. Children make better than expected progress.	Observation and assessment identify children's interests, strengths and learning needs	Children identified as making less than expected progress are identified.	Individual Support plans are completed to ensure a range of learning experiences are available to children. Sensory profiles are in use to support children's needs and audit the suitability of the setting to meet those needs.	Children are assessed on alternative assessment frameworks in order to ensure that all progress is documented.	All adults interchangeably use different assessment criteria and planning dependant on children's needs.	All children who are not making progress are quickly identified and supported enabling them to make better than expected progress within the right assessment framework.
School estate – minor capital expense						
1. Sensory room meets a wide range of needs.	The sensory room will support cause and effect through switch toys.	This supports the development of a range of play and learning skills for most children.	Shelving and appropriate storage to be installed.	Storage will provide space for collections of sensory objects which can be used	Musical equipment will be purchased to support the prime areas and increase opportunities for	Children will have access to a wide range of musical equipment, both acoustic and digital

				to meet a range of children's needs.	children to be creative.	to enhance creativity and build on their cause and effect understanding.
2. Changes to the outside area to provide improved access.	Risk assessment and audit of outdoor environment to identify barriers to access.	Barriers identified see medium/ long term and major capital expense items.	Wild garden space to be developed further with sensory experiences in mind.	Opportunities for feeling/smelling/tasting to be developed and extended. New planting to support sensory experiences.	Wheelchair accessible pathways on grassed areas.	Pathways would ensure safe movement in all weathers and minimise slips, trips and falls.
School estate – major capital expense						
1. Improvements to sensory spaces	Sensory room to move and new equipment to be installed.	A wider range of needs can be met within the new space and groups can access more effectively.	The sensory room to include sound and movement activated equipment.	Children with physical, visual and hearing impairment can use the room to develop their play and learning skills.	Range of large equipment to be installed that supports sensory learning.	Children's needs will be met through a range of immersive equipment to include all of the senses.
2. Changes to the indoor areas to redesignate spaces.	Green room to have acoustic panels fitted.	Children will have access to a quieter environment. This will be of particular benefit to children that find loud environments overstimulating.	Classroom base to be created for EYESP children. To provide a quiet learning and breakout space. Furniture and resources to be purchased and available for children to use.	Children and EYESP team have a space to work on meeting ISP targets, practising skills and rest and relax where needed.	Community space to be created for the use of Portage, baby massage and stay and play groups within the setting.	Children and families would use the setting as a community hub, children with Special Educational and/or Medical needs access the setting from birth onwards.

						Sinks to be installed in the Portakabin areas
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Covid -19 Summary of Changes to Access during the pandemic

1. Changes to the outside area to provide handwashing facilities for all families.	2. Movement of external gates to enable one way system.	1. Staggered start and end to sessions to enable safe movement of children into 'family groups'	4. Children transitioning into the setting with parents engage in distanced outdoor play with key person to ensure all required information is gathered and the child is settled.	5. Home learning is still provided for those children who are unable to attend the setting due to medical needs or vulnerable status. This will take the form of resource packs and virtual group times.	6. Parents are supported to access School support systems and advice and guidance.	7. Children and families are actively engaged in the selection of their new setting. Children and families are actively part of the transition process to their next setting including virtual tours, zoom meetings.
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Signed by

School _____

_____ **SEN Governor** **Date:**

_____ **Head teacher** **Date:**

_____ **SENCO** **Date:**

This policy will be reviewed annually/updated every three years