

Manningham Community 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 Manningham Community Nursery School 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 |
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| Staff training | | | | | | |
| 1. Embed alternative and augmentative methods of communication | Practitioners are trained in using a range of communication methods and adapt approaches to children's needs. | The use of Makaton signs and symbols, objects of reference and Intensive Interaction is consistently applied in the throughout school. | All adults trained in alternative and augmentative methods of communication, as appropriate, such as Communication boards, sentence strips and apps such as eye gaze. | Observation and monitoring demonstrate that all adults use interchangeable communications systems with children | To become a Makaton friendly setting. To gain National Portage Stamp of Approval | 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 | Environments change responsively to children's varying needs. Children with a range of needs can be accommodated within the setting. |

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| | | Health care plans and PEEPS are written for all children who have a medical need, | | | Friendly School Award. | |
| Teaching and learning | | | | | | |
| 1. Children access a broad and balanced EYFS curriculum | Potential barriers to accessing the curriculum are identified on entry or at key points throughout the year. | Reasonable adjustments to the environment/ curriculum and resources are made. | Adjustments to the physical environment are made to improve learning opportunities for all children. | The sensory room includes sound and movement activated panels. The outdoor area includes a range of resources to stimulate children senses. | Off-site learning opportunities are part of the curriculum for all children. | Children have access to range of specialist visits and experiences through a school and outreach network. |
| 2. All 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 on entry or as part of the graduated response. | Individual Support plans are completed to ensure a range of learning experiences are available to children. | 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. improvements to the changing facilities to reflect the differing needs of children. | Audit of/ and replacement resources to support a range of toileting and changing needs. | Children's individual toileting and changing routines are consistent between home and school supporting | The changing rooms will have hoists fitted. | Staff and children will benefit from having automated assistance to get on and off the changing area. | Hygiene suites will be refitted to cater for the needs of older/ larger children. | All children will be changed without the need for additional moving. Handling. |

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| | | security within these routines. | | | | |
| 2. Changes to the outside area to provide improved access. | Sensory/vegetable garden to be designated and cultivated. | More opportunities for digging/ feeling/ smelling/ tasting/ growing to be provided. | Forest area to be developed on site to provide opportunities for experiential learning for all children in a safe environment. | Children will work in small groups, develop joint attention and learn to manage risks. | Allotment off site will have accessible pathways and raised beds at differing heights to ensure all children can access planting, growing and harvesting opportunities. | Children will access the allotment for regular slots and increase understanding of the world. |
| School estate – major capital expense | | | | | | |
| 1. Changes to the outside area to provide improved access and range of learning experiences. | Accessible pathways on hill areas to be installed. | . Pathways would ensure safe movement in all weathers and minimise slips, trips and falls. | Outdoor kitchen to be installed. | Children will be able to explore the awe and wonder of eating and drinking outside. They will experience the feeling of hot drinks in cold weather and stimulate their senses. | Sunken trampolines installed to provide a range of learning experiences. | Children would be able to meet a range of learning and sensory needs with the trampolines. |

Signed by

School _____

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

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

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

This policy will be reviewed annually/updated every three years