



# Accessibility Plan and Policy

<b>Policy title:</b>	<b>Accessibility Plan and Policy</b>
<b>Approved by:</b>	<b>FGB</b>
<b>Date approved:</b>	<b>July 2022</b>
<b>To be reviewed annually and any changes detailed.</b>	

## Policy review

Date of review	When / who carried out the review	Details of changes	Next steps
July 2023	Governors	None	NA
July 2024	Governors	None	NA
July 2025	Governors	None	NA

## **starting points**

### **1A: The Purpose and direction of our school's plan: Vision and values**

Ashworth Nursery School has high expectations for children with additional needs and a commitment to children's full participation in school activities and community. In planning and teaching the Early Foundation Stage Curriculum, staff ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

### **1B: Current Position**

- The school has an average **15%** of pupils with SEN who have differing needs. The Special Educational Needs of our children include a range of communication and interaction difficulties, physical and/or sensory needs, emotional needs and specific medical needs.
- There is physical access to the main entrance through double doors and there is an entrance push pad located at suitable height for a wheelchair user. There are disabled toilet facilities available and accessible. The interior of the building is fully accessible due to the building being on one level with no steps and with good access to outdoor play through 'patio' doors; a ramp is available for wheelchair access to the outdoor play area.
- Pathways of travel around the school site and parking arrangements are safe. Whilst we have no parking on site, there is parking, plus additional disabled parking available on the community area adjacent to the school. The main play area is fenced off from the car park by a locked gate and is sited to the side of the building.
- Emergency and evacuation procedures are accessible to all at present. These are clearly signposted and termly fire evacuation tests are made. Alarms are auditory and the assembly point is determined depending on where the fire is, either on the playground or Bank Top. We will review the provision of a visual alarm should the need arise.
- All rooms are acoustically sound with carpeting providing good acoustics. We also have soft furnishings which positively support the acoustics in school.
- Tape is available to draw attention to, for example, the edge of matting or furniture for visually impaired children should it be needed.
- We have some space for quiet work and small group work, including Key Person Group time and Language intervention; the Rainbow room and Forest room is available at times throughout the day for 1-1 activities.
- Furniture and equipment are selected as standard; age related as appropriate and are sourced from a quality provider.
- All children are encouraged to take part in the full curriculum.
- School visits, are made accessible to all children irrespective of attainment or impairment.
- Staff attend SEND courses as appropriate to support specific needs. Our SENDCo (Mrs Jackson) works closely with staff to identify targets and liaise with specialist and support services.
- Activities provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- Makaton signs are displayed to support staff in communicating non-verbally with those children who benefit from gesture. Depending on the specific needs in school, staff access training as and when it is appropriate to meet the needs of individual children.
- Access to information within the classroom is enabled through the use of visual timetables (where needed) and visual labelling of equipment and resources.
- We ensure that children with English as an additional language have full access to the curriculum. EAL children are assessed in mother tongue where possible to ensure their level of language acquisition is fully understood.
- We have a clear policy on the administration of medicines; with all staff trained to administer medicines as is required through the community nurse team. There is a register of children with medical needs displayed in the school kitchen. Information relating to these children would also be passed on to inform visiting staff.

- Medication is always taken on visits / trips out of school. All Staff in the classroom are Paediatric First Aid trained.

### **1C: Views of those consulted during the development of the plan**

Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in this plan. Through feedback received at parent consultations and SEND support plans reviews. We are confident that our school adopts a curriculum to meet the needs of children and families with additional needs. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

## **2. The main priorities in the school's plan**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

- Ensure that curriculum planning meets the needs of all groups of pupils in school in order to improve disabled pupils' access to the curriculum, including strategies that are sensitive and responsive to diversity
- Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability issues to meet the needs of our cohort.
- Ensure that awards / rewards given are fair and accessibility to as many pupils as possible
- Ensure levels of Paediatric First Aid Training is kept under review and levels maintained.

### **2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

- Raise awareness of mobility issues in classrooms, e.g. position of furniture and free flow around spaces
- All new building work to include installation of lever taps.

### **2C: Improving the availability of accessible information to those with disabilities**

- Through strong parental relationships identify which parents may need support
- Offer, for example, help for parents/carers to complete forms or capture their preferences for their child
- Support from our Co-opted Governor Isma Sajid or to signpost parents to organisations who may be able to help them. Feed information and network of support to those with a CAF or EHCP where required
- Dependent on the type and severity of need an individual approach would always be adopted
- If it is a child with a disability we strive to loan specific equipment, attend training or purchase resources to adapt the curriculum specific to their needs

## **3. Making it happen**

### **3A: Management, coordination and implementation**

- The Access Plan, whilst remaining a separate plan, will be embedded within the School Development Plan
- Ensure that all staff are aware of pupils' specific needs and signals that may be used to indicate that action is required, e.g. diabetes, use of toilet facilities through staff meetings
- Develop further our transition arrangements for pupils with specific needs, especially those pupils with disabilities that do not have an support plan or EHCP

### **3B: Making the plan available**

- Hard copies of the school's Access Plan will be available via the school office in the policies file.
- Our Local Offer and SEN Information Report has content on more detail relating to this accessibility plan.