



# Freshfield Nursery School and Freshfield 2 Year Olds

## Accessibility Plan

2021 - 2024

Presented to Governors:	Summer 2021
Presented to Staff:	Summer 2021
Date for Review:	Summer 2024

**Freshfield Nursery School**  
**Accessibility Plan 2021 - 2024**

## **Introduction**

The Equality Act 2010 replaced all existing 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 children because of sex, race, disability, religion or belief and sexual orientation.”

According to the Equality Act 2010 a person has a disability if:

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

Under the Equality Act 2010 schools should have an Accessibility Plan therefore it is listed as a statutory document by the Department of Education. The plan must be reviewed every three years and approved by the Governing Board.

Our Accessibility Plan will be reflected in other school documents and policies. It will be structured to support the school’s Equality Policy and will be published on the school website. We understand that the Local Authority will monitor the school activity under the Equality Act 2010 (and in particular schedule 10 regarding accessibility) and will advise upon the compliance with that duty.

Our Accessibility Plan shows how we aim to improve access for disabled children, staff and visitors to the school, within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their need where practicable.

## **The Purpose and Direction of the Nursery School Plan**

Freshfield Nursery School has high expectations for all children, by enabling them to participate and achieve in every aspect of Nursery School life.

The Accessibility Plan was developed in consultation with stakeholders and contains relevant and timely actions to:

- Increase access to the curriculum for children with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that children with a disability are as equally prepared for life as the able-bodied children;

- 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 children, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

### **Visions and Values**

- Our commitment to Equal Opportunities is embodied in the key requirements set out in our Inclusion Statement, visions and values, teaching and learning policies and in national EYFS guidance.

### **The Nursery aims to:**

- Overcome potential barriers to children’s learning, good progress and enjoyment.
- Support the diverse needs of all individual children.
- Welcome and support all children, staff and parents whatever their individual needs; ensuring diversity is celebrated.
- Ensure that all staff are aware of the following nine protected characteristics under the Equality Act as it applies to Nursery Schools:
  - gender reassignment.
  - age.
  - disability.
  - marriage and civil partnership.
  - pregnancy and maternity.
  - race.
  - religion or belief.
  - sex.
- Secure the commitment of all staff to removing barriers and increasing access.
- Draw on support from within and beyond the Nursery.
- Target training for particular groups of children/staff/governors, and aspects of nursery life.
- Share good practice between staff and with other Nursery Schools and Early Years settings.

## **Normal day-to-day activity**

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual Dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

In order to support our accessibility plan there is regular liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of the children. These agencies include:

- The Speech & Language Therapy Service
- Occupational Therapy Service
- Educational Psychology Service
- Learning Support Service
- Behaviour Support Service
- Portage
- Ethnic Diversity Service
- Health Visitors

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

- Equality & Diversity
- Inclusion Statement
- Vision & Values
- SEND & Disability
- Medical Conditions
- Facilities Development Plan
- Teaching & Learning

<b>Version / Status</b>	Agreed
<b>Date Agreed</b>	Summer 2021
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<b>Review Date</b>	Summer 2024

**Freshfield Nursery School**  
**Accessibility Plan 2021**

**Priority 1:** To reduce and eliminate barriers to access the curriculum and ensure full participation in the school community for children and prospective children with a disability.

<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To comply with the Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedure.	Ongoing	Co-Headteachers	All policies clearly reflect inclusive practice and procedure.
To ensure full access to the curriculum	Staff training. Use of child-centred planning through support plans, one page profiles and Risk Assessments. Education and Health Care plan (EHCP) completed as appropriate.	On-going	Group leaders Inclusion manager Ed Psych Early years team	Advice taken and strategies evident in practice
To closely review attainment of children with a disability	Inclusion manager to oversee pupil progress meetings with SEND children. Scrutiny of EHCP, support plans and one page profiles. Monitoring of interventions	Termly	Inclusion manager Group leaders SLT	At least good progress is made by all children with a disability. All staff ensure appropriate challenge.
To monitor attainment of Gifted and talented children	Assessment meetings	Termly	Group leaders Inclusion manager	At least good progress is made by Gifted and talented children. All staff ensure appropriate challenge.

<p>To promote the involvement of disabled children in the EYFS curriculum</p>	<p>Take account of individual needs and interests. Provide, where appropriate:</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Intervention (wherever possible this is carried out with the main nursery)</li> <li>• Training for relevant staff</li> <li>• Ensure alternatives to enable disabled children to participate fully.</li> <li>• Ensure positive images of disability are visible within school.</li> </ul>	<p>On going</p>	<p>Whole school</p>	<p>The needs of all disabled staff, children and parents are represented within the school. Wherever possible, children are not removed from the main learning environment.</p>
<p>To deliver findings to the Governing Board</p>	<p>Governing Board meetings</p>	<p>Annually</p>	<p>Inclusion manager</p>	<p>Governors fully informed about SEND provision and progress.</p>

**Priority 2:** To improve the physical environment of the school to increase the extent to which disabled children can take advantage of learning

<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To improve the physical environment	Audit the needs of children, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	On going	SLT	Enabling needs to be met where possible
To ensure the involvement of all with a disability	Create access plans for individual disabled children as part of EHCP process. Conversation with parents/carers about their child's needs to ensure they are fully met. Ensure any necessary information is shared with relevant staff.	On going	Inclusion manager	Enabling needs to be met where possible
To ensure disabled parents have every opportunity to be involved.	Confidential questionnaire/discussion that includes needs of parents. Ensure any necessary information is	On going	Inclusion manager	Parents are able to be involved in their child's education



	shared with relevant staff.			
To ensure paths, entrances etc. are clear	Effective communication with parents	On going	Site manager SLT	No accidents.

**Priority 3:** To improve the delivery of information to disabled children and parents.

<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To ensure children with ASD/ Social and communication difficulties have access to the curriculum	Regular parental communication. Individualised multi-sensory teaching strategies used.	On going	Inclusion manager Group leaders	ASD/ Social and communication difficulties children able to access curriculum
To ensure that all records and tracking is up to date for all disabled children	Information collected about new children. Transition meetings with primary schools Medical forms and EHCPs are up to date. Staff informed about specific health problems. Training where needed.	Each intake	All staff	All staff aware of specific needs of children in Nursery.
Needs, health conditions and disabled status recorded and monitored.	Medical file updated with each intake and reviewed annually.	On going	HT Inclusion manager Medical lead	Effective communication throughout school

