Ann Bernadt and Nell Gwynn Federated Nursery Schools

Accessibility and Plan Policy

Contents

Other relevant documents:
Anti-Bullying Policy
Admissions Policy
Behaviour Policy
Equal Opportunities Policy
Health & Safety Policy
SEND (Local Offer)
Teaching and Learning Policy

Document Purpose

This policy reflects the values and philosophy of both Ann Bernardt and Nell Gwynn Federated Nursery Schools in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the Department for Education.

Both Ann Bernardt and Nell Gwynn Federated Nursery Schools caters for pupils with SEND. The schools focuses its resources to ensure equality of access for all pupils regardless of disability with individual needs assessed and resourced in order to ensure developmental progression in all areas.

Audience

This policy, having been presented to and agreed upon by the whole staff and Governing Body is distributed for the information of:

- All teaching staff
- All teaching assistants
- All non-teaching staff

A copy of the policy is available at the front reception desk and on the staff shared drive.

This policy is available for:

- School governors
- External Professionals
- OFSTED
- Parents
- Visiting teachers
- Other interested adults (social and psychological services etc)

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability as well as parents and staff.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy (local offer)

- The school recognises its duty under the DDA (as amended by the SENDA)

  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002) for schools.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the Early Years Foundation Framework, which underpin the development of a more inclusive curriculum, including:-

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Achieving the Objectives

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective outlined above.

a) Education & related activities
The school will continue to seek and follow the advice of LA services, and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with their potential ability.

b) Physical environment
The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

c) Provision of information
The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Preparation for entry into school. (*Admissions Policy- within the resources of the School, School Brochure and information pack))*	√			
Grouping of pupils (*by year group* with IE/BP's and differentiated lesson *plans in place plus individual support e.g. reading as relevant)*	√			
Homework policy and practice (**in place** *by developmental ability and ref school* **brochure)**	Not Applicable			
School discipline and sanctions (*reference Behaviour Policy*)	√			
School trips *(full access with curriculum access statements and risk assessment in place) on-going*	√			

Attitudinal	Completed	In Progress	Under discussion	Not yet addressed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? (*Training is needs led and represented in school development plan. Risk Assessments also guide training*)	√			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading**? (***Individual developmental progression identified in lesson plan e.g. Teaching strategies and resources. Individual behaviour plan guided by Behaviour Small steps developmental criteria*)	√			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? (*As above*)	√			
Are there high expectations of all pupils? (*All pupils are baselined with targets set for the pupil to achieve within their zone of potential development*)	√			
Do staff seek to remove all barriers to learning and participation? (**reference** *Equal Opportunities Policy*)	√			
Access to the curriculum**. (***As above with differentiation if necessary, reference curriculum access statements*)	√			
School policies, e.g. anti-bullying, local offer SEND, health & safety. (*All in place with annual review*)	√			

Interaction with peers. (*Part of developmental criteria as held in behaviour small steps as evidenced in Pupil learning journeys)*	√			

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Are your classrooms optimally organised for disabled pupils? (*Resources component in scheme of work and lesson plan)*	√			
Does the size and layout of areas – indoor and outdoor facilities	√			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and toilet facilities?	√			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? *(a comprehensive system is in place, reference Health and Safety Policy)*	√			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? *(Issue-Action point)*	√			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? *(Any issues dealt with through Statement of SEN)*	√			

Are areas to which pupils should have access well lit? *(Automatic lighting)*	√			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? *(Low school numbers and small class sizes also individual needs met through early help development plan and Curriculum Access Statement)*	√			
Is furniture and equipment selected, adjusted and located appropriately? *(all resources are provided and organised to reflect whole school need)*	√			
Access to school facilities. *(equality for opportunity approaches reference Equal Opportunity policy)*	√			
Activities to support the curriculum, e.g. Forest School *(extension activities as identified in pupil planning proformas and evidenced in pupil learning journeys)*	√			
How the school deals with emergency procedures. *(Regular documented checks and practice e.g. fire drill also Staff Handbook, Caretaker checks, Health and Safety policy)*	√			
Breaks and lunchtimes. *(Whole school SEND policy with staff supported system including rotas)*	√			
The serving of school meals. (*Own kitchens with provision for special dietary requirements)*	√			

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Do lessons provide opportunities for all pupils to achieve? *(Differentiated Lesson Plans with linked IE/BP's)*	√			
Are lessons responsive to pupil diversity? *(as above)*	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (*reference teaching and learning styles policy and teaching strategy component within planning proformas)*	√			
Are all pupils encouraged to take part in music, drama and physical activities? *(see curriculum rolling programmes re-broad and balanced curriculum entitlement)*	√			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? (*Individual differentiated programmes)*	√			
Do you provide access to computer technology appropriate for pupils with disabilities? *(as identified in the Educational Health Care Plan for SEN and represented in lesson planning formats)*	√			
Teaching and learning.*(reference Teaching and Learning policy)*	√			
Classroom organisation. (*Individually assessed and represented in lesson plan)*	√			
Timetabling. (*reference Equal Opportunities policy and Statutory guidance)*	√			
Preparation of pupils for the next phase of education**.**	√			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? *(Individual education plans would identify strategies and resources to meet need)*	√			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? *(As above)*	√			
Do you have the facilities such as ICT to produce written information in different formats? *(specialist ICT facility with 'in class' and staff room hardware available)*	√			
Do you ensure that staff are familiar with technology an practices developed to assist people with disabilities? *(professional development programme with support from ICT co-ordinator)*	√			
School announcements.*(Notice boards as part of schools information systems including the website)*	√			

Accessibility Plan- Key Recommendations

Physical Access	
Curriculum Access	
Information Access	

Access Plan - Physical Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term						
Medium Term						
Long Term						

Access Plan - Curriculum Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term						
Medium Term						
Long Term						

Access Plan - Information Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term						
Medium Term						
Long Term						

Accessibility Policy and Plan

Name of School: **Ann Bernadt & Nell Gwynn Federated Nursery Schools**

Date: …………………………………………………..

Oliver Kempton
Chair of Governors   …………………………………………………….

Lynne Cooper
Executive Head Teacher
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