

Accessibility Plan 2020-21

Introduction

At Stoneygate Nursery School, we aim to make reasonable adjustments for adults and children with a disability, so that they can be fully involved in and benefit from being part of our services.

This plan sets out the proposals of the Governing Body of the Nursery School to increase access to school for children and adults with a disability through:-

- increasing the extent to which children and adults with a disability can participate in our services
- improving the environment of the Nursery School to increase the extent to which children and adults with a disability can take advantage of education and associated services;
- Ensuring that all information given to parents will be in a format that is accessible to adults with a disability.

The Nursery School Accessibility Plan is resourced, implemented, reviewed, and revised as necessary. Where adaptations are required to buildings, these have to be assessed and prioritised through the Building Plan.

Starting points

1a: The purpose and direction of the Nursery school's plan: vision and values

Stoneygate Nursery school is committed to providing equality of education and opportunity for children and adults with a disability. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in delivering or accessing our services. The achievement and involvement of children and adults with a disability is monitored and we use this data to raise standards and ensure inclusive practice. We will make reasonable adjustments to make sure that the Nursery School environment is as accessible as possible.

We believe that diversity is a strength, which will be respected and celebrated by all those who access and deliver our services.

The Nursery school has set the following priorities for the development of the vision and values that inform the plan:

Actions:

- To ensure that environmental audits are carried out to ensure that reasonable adjustments are carried out to address the specific needs of individual children
- To increase visibility of possible trip hazards – clearly marking the edges of steps and changes of surfaces with contrasting materials such as paint or edging strips.

Updated May 2020

- Increase knowledge and understanding of staff in adapting resources and planning to reflect the needs of children with a disability.
- To ensure that the website is accessible to parents with a visual impairment.

To ensure equality of access, Governors, the Parent's Forum and staff will meet and will advise the Governing Body on any issues relating to:

- Staff training
- Governor training
- Accessibility of written information / Website
- Buildings

1b: Information from pupil data and Nursery School audit

The school registration data and special educational needs and disability (SEND) register record details of children with special educational needs at different stages of assessment.

The school will meet the needs of children with special educational needs or disability very well. The curriculum is accessible in all areas and children's progress is reviewed regularly.

1c: Awareness of the profile of children with a disability accessing Stoneygate Nursery School.

The school SENCO is **Anna Peachy**. The SENCO will write a termly, anonymised report of the progress of children with a disability to the governing body and Nursery School committee.

The named SEND Governor for the Nursery School is **Sarah Howard**.

Children and parents views on progress and on provision will be reported to governors in an annual report and will inform the school ROSE (Record of Self Evaluation). Action where required will be taken through the School improvement planning process.

Visiting professionals and support staff are asked for honest and objective feedback about the provision and contribute towards reviews of progress.

1d: Outcomes for children with a disability:

We monitor the attainment and progress of all children in the school. In addition, the progress of children with a disability or additional need is reviewed in SEN

support meetings. This includes children who have a targeted learning plan (TLP) for managing feelings and behaviour and those with a red WellComm screen.

Children and parents views on progress and on the provision will be reported to governors in an annual report and will inform the school ROSE (Record of Self Evaluation). Action where required will be taken through the School improvement planning process.

Visiting professionals and support staff are asked for honest and objective feedback about provision and will contribute reports for reviews of progress.

1e Management, coordination and implementation

The planning process:

- The governing body takes responsibility for the Nursery School single equalities policy and action plan, by receiving the plan and monitoring it annually.
- The induction and appraisal process supports staff in the identification of individual needs; specialist equipment is provided to support staff where appropriate.

1f: The Nursery School makes its accessibility plan available in the following ways:

- Display on the Nursery School website;
- Ensuring the plan is readable and available in a large font or translated if appropriate.

1g: The Nursery School has set the following priorities for making its plan available:

Lead Person: Michelle Sharkey

Action:

- Include accessibility plan on website.

Lead person: Christine Branscombe and Michelle Sharkey

Action:

- Ensure that building priorities are discussed regularly with the building officer and reported to governors

Lead person: Michelle Sharkey

Action:

- Ensure that all policies, including the Single Equality Policy and Accessibility plan are readable and can be produced in larger text, or alternative languages for anyone who would like this.

Accessibility plan Action Plan 2020-21

Priority	Actions to be taken	Lead responsibility	Timescale	Expected outcomes
To ensure that environmental audits are carried out ensuring that reasonable adjustments are implemented to address individual needs of children with a disability	Audit of resources and equipment with regard to access for children with a disability	AP	Audit - where possible before entry or within first two weeks	Reasonable adjustments to nursery environment will enable a child with a disability to all areas of the curriculum
To increase visibility of possible trip hazards	Paint edges of steps and possible trip hazards outdoors. Identify areas and report to MS	AP MS	completed	All surfaces easily identified to avoid trip hazards
Increase knowledge and understanding of staff in adapting resources and planning to reflect needs of children with a disability	Staff meetings focused on planning and resources	AP CW		Staff will have a bank of ideas to use and will share experiences of good practice to enable children with a disability to access a wider range of activities and resources
To ensure that the website is accessible to parents with a visual impairment	Investigate the cost of adapting the current website to include:- Enlarge text button to be added to website Speaking software to be added to "What's on" section of website	IT services	completed	All parents and service users will have improved access to website
All nursery children or adults who require assistance in entering or leaving the building due to a disability will have a personal evacuation and exit plan (PEEP)	PEEP to be written and all staff to be informed of the procedure to evacuate child or adult	AP	On entry to nursery	PEEP will inform safe procedure to evacuate a child or adult with a disability in the case of a fire or emergency evacuation