



Accessibility Plan and Disability Equality Scheme

March 2019 – March 2022

Reviewed April 2019

At Lark Hill Nursery School we are committed to creating a fully accessible environment which values and includes all children, staff, family members, students and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

A disability under the Equality Act 2010 is :

'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition includes more people than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability.

It requires schools to make "reasonable adjustments" to their policies, procedures and practices to accommodate pupils with disability more fully in school life. A school's duty to make reasonable adjustments is an anticipatory one and therefore schools need to think in advance about what disabled children might require and what adjustments might need to be made.

- The duty requires us to ensure disabled children and families are not treated less favourably.
- To take reasonable steps to avoid putting children at a substantial disadvantage.
- To maintain an inclusive ethos.
- To ensure a broad and balanced curriculum addressing the needs of all children.
- To have systems which enable the early identification of barriers to learning and participation.
- To have equal opportunity procedures for the recruitment and retention of all staff

We commissioned an access plan in July 2014 by Access Consultancy to inform our future plans linked to physical access.

This plan is part of a wider strategy as outlined in our School Development Plan, professional development of staff, SEND policy and Health and safety policy, School Asset Management Plan.

Our starting procedures at Lark Hill Nursery School enable the staff to become aware of the child's needs regarding

- Cognition and learning
- Communication and interaction
- Social, Emotional and mental health
- Sensory and physical

From April 2019, on our admissions paperwork, we ask parents/carers if they are disabled and if there are any adaptations we can make to enable their access and inclusion.

The planning duties of the DDA makes three requirements of the Governing Body

- To increase the extent to which disabled children can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled children can take advantage of education and associated services
- Improving the delivery to disabled children of information which is provided for pupils who are not disabled in a format appropriate to their needs

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the governing body. This plan will be made available upon request to any current parent or prospective parent who requests it. The plan will be made available on our website. This plan will also be made available to staff and will inform relevant aspects of the school's development plan.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Areas to be considered:

Physical Access

(This covers improvements to the physical environment of the school and physical aids to access education)

What is already in place?

In 2008 we were refurbished. This provided a more accessible environment for children, families, staff and visitors including two accessible toilets. Our main entrance was improved with enhanced visibility through the main door. We also introduced slip resistant flooring in areas such as the toilets and washrooms. An induction loop has been installed at reception.

The school will continue to take account of the needs of children 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 and fittings.

We had a new main entrance sign installed in 2015 and we consulted with Property Services about the colour contrast included on the sign. The doors to Nursery and exiting onto the outdoor learning environment are wide enough to accommodate wheelchairs and walking aids. We offer a range of cloakroom pegs are at a height accessible by disabled child who may be a wheelchair user. It is expected that visits are planned and organised so that all children are able to access the experience.

We know we still have work to do to make our physical environment more accessible. The Access Plan completed in 2015 gave us guidance on this and how we could make more accessible choices as we have future work completed.

For paint works of our Main Nursery room in Summer 2017 we included contrasting colours of the wall and doors to enhance visibility.

The top part of the garden is difficult to access at the moment so we will consider this in any future garden developments.

When we enhance signage we will include tactile or braille signage. When we replace taps we will choose lever style taps to assist those with manual dexterity difficulties.

What do we need to do over the next 3 years?

Plan for improving Physical Access to the Physical Environment.

Targets	Strategies	Success indicators	Timeframe	Goals achieved
Improve accessibility to the garden for disabled persons	Include reference to within garden developments	Disabled persons will have better access to outdoor environment.	Garden developments By 2022	
Improve accessibility for visually impaired pupils.	Monitor and maintain environment as required Liaise with outside agencies	When any internal redecoration is completed the environment designed to aid those who are visually impaired (colour contrast) Good practice supported by advice from outside agencies	Redecoration from Summer 2019	
To provide clear information to all adults about evacuation procedures for any disabled persons in the building at the time of a fire.	Guidance included in Fire Drill information.	Safe evacuation of all persons. Information added to signing in procedures	By summer 2022	
Improve accessibility for those with manual dexterity difficulties and hearing impairment.	Maintain and monitor environment. Liaise with outside agencies	When any internal refurbishment is completed install lever taps. Purchase a portable minicom	By Summer 2022	

Curriculum Access

(This includes expanding the curriculum as necessary to ensure that children with a disability are as, equally prepared for life as are the able bodied children. It covers the provision of specialist aids and equipment, which may assist all children in accessing the curriculum.)

What is already in place?

From our first contact with families we value the information they share with us about the needs of their child, this includes an initial home visit.

Staff at the Nursery have a range of experience in working with children with disability. Specific training is undertaken as required. The Nursery works with a range of outside agencies who may offer advice, guidance and support. These agencies include:

working with parents and where needed, specialist agencies, e.g, Speech and Language, Educational Psychology, Child Development Unit, Occupational Therapy. The children all have choices about where they access our provision and the staff work to promote their maximum participation.

We offer positive examples of disability and inclusion in book and images which we provide in the environment. The staff have accessed training in Makaton and use it regularly. Staff use visual timelines with the children. When we know that we are to admit children who have chronic conditions such as epilepsy, diabetes, we obtain training from the appropriate professional about the child's unique requirements and medical plans are completed.

Our outdoor area may be considered challenging, and in many ways it is. It is built on a hillside, which could be problematic; however children are taught to manoeuvre themselves around the garden. Staff are aware of where children are who have mobility difficulties, and ensure that children are not left to struggle outdoors, whilst helping them to be as independent as possible.

Recent training has taken place including, Special Educational Needs and Disability (SEND), Asthma Awareness and Paediatric First Aid.

Systems are in place to promote effective transitions, both at the point of admission to Nursery and as the children move on to Primary School. All children who attend the Nursery have access to a curriculum and provision that is appropriate for their needs. Staff consider this all the time and our focus child approach means all children are treated as individuals. Our resources are open ended, so that children can succeed at their own level, with no pre determined outcome. We very much have a "can do" attitude and risk assess in order that children can take part and stretch themselves as far as they can.

What do we need to do over the next 3 years?

Ongoing updates from other professionals about needs of particular children

Regular Asthma training updates from the Asthma Nurse

Introduce more sensory plants within our Garden developments

Plan for Improving Access to the Curriculum.

Targets	Strategies	Success indicators	Time Frame	Goals Achieved
Nursery environment adapted as required to facilitate disabled access to all areas depending on the needs of individual children.	To survey and adapt the environment as required. Continue to build on the extensive knowledge of the staff.	Improved access to learning areas for disabled children.	As required	
Communication friendly spaces in classrooms and outdoors. Sensory area/den. Sensory resources to support individual children.	Consider when developing continuous provision	Children with limited language have quiet places to support their communication	Ongoing	
Learning environment is organised to promote the participation and independence of all children. Clearer signs and visual prompts for children to access resources. Environment audit	Consider when developing continuous provision		Ongoing	
To improve transition from nursery to primary school to help children's continuity in learning.	Consultation with Parents, receiving primary school, SEN Service and CDU. (plus other agencies as appropriate)	Seamless transition - nursery to school.	Ongoing	
Improve links with other carers (e.g.childminders) of disabled children	Enable close working with other carers and ensure (with parental consent) that information is shared appropriately.	Improved continuity from carers.	As required	

Information Access

(Improve the delivery of written information to staff, families and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.)

What is already in place?

The staff provide information for families in a huge variety of ways (display boards, newsletters, online learning journey, website, facebook, twitter)

What do we need to do over the next 3 years?

Consult families about the ways we can improve the information we share
Investigate different ways of communicating effectively with disabled parents, family members, and other disabled adult users of the site.

Produce all school literature at the correct font size to help visually impaired children

Plan for Improving Access to Information.

Targets	Strategies	Success indicators	Time Frame	Goals Achieved
To provide information in a format suited to the needs of the individual.	Regularly send questionnaire to families and governors to determine the needs of users.	All stakeholders have access to information in a format suited to their needs.	Ongoing	
Make available written material in alternative formats when specifically requested. Review face book, twitter and website and how information is presented to parents in other formats.	Use of appropriate font, use of non technical language and picture clues for newsletters etc.	Newsletters etc presented in a friendly and easily accessible manner.	By Autumn 2021	
Provide accessible information regarding children's achievements. Use of pictures and photographs and large print for displays used to inform parents and carers.	Use of larger photographs for display work	Information more accessible to parents with limited reading skills,	Ongoing	
Report annually to the GB about the progress of the Accessibility Plan /Disability Equality scheme	Review annually the plan/scheme =	Minuted approval	Annually	