



St Edmund's
Nursery School and
Children's Centre

Accessibility Plan

2017-2020

St Edmund's Nursery School Accessibility Plan 2017 to 2020

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Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality 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 pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Edmund’s Nursery School & Children’s Centre the Plan will form part of the School Development Plan and will be monitored by the Executive Head and evaluated by the relevant Governors’ committee.

At St Edmund’s Nursery School & Children’s Centre we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) St Edmund’s Nursery School & Children’s Centre Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) St Edmund’s Nursery School & Children’s Centre is committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) St Edmund’s Nursery School & Children’s Centre Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as equally, prepared for life as are the able-bodied children; (*If a school fails to do this they are in breach of their duties under the Equalities Act 2010*); this covers teaching and learning and the wider curriculum of the school such as participation in schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these children in accessing the curriculum within a reasonable timeframe;
- 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 reading books and information about the nursery school and children centre as well as specific events organised within the school. The information should be made available in various preferred formats within a reasonable timeframe.

5) St Edmund’s Nursery School & Children’s Centre Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- **Behaviour Policy and Guidelines September 2017**
- **Equality Policy October 2015**
- **Site Health Safety & Security Policy September 17**
- **Appraisal Policy July 2014**
- **School improvement plan (*waiting for this information*)**
- **SEN policy (*waiting for this information*)**
- **Prospectus 2017-18 (*being reviewed*)**

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved by Executive Head:- _____

Date : _____

Approved by Chair of Governors:- _____

Date : _____

Aims and Objectives

Our aims are:

1. Continue to develop access to the broad EYFS curriculum for children with a disability,
2. Improve and maintain access to the physical environment

Our objectives are detailed in the Action Plan below.

Current good practice

We currently ask about any disability or health condition in early communications with new parents and carers on our initial home visits. We encourage parents to develop good relationships with their child's key person to enable sharing of information and openness.

Physical Environment

Disabled children participate in all activities. Some aspects of these activities may at some point present particular challenges but we always try to offer solutions to these barriers wherever possible by adjusting what we do.

Curriculum

There are very few areas of the curriculum to which disabled children have limited or no access, as we work in a very holistic child centre manner. We have developed skills over time in supporting children with disabilities and have a dedicated team of staff who have expertise in this area.

Information

Different forms of communication are made available to enable all disabled children to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils (e.g. picture cards), parents (e.g. large print on letters) and staff.

Access Audit

The school is a one storey building with wide corridors and one main entrance, but with several access points to the outdoor play area. It is split into three different areas; birth to 2 year olds, 2 to 3 year olds and 3 and 4 year olds.

The hall is in the centre of the building and is accessible to all. Corridors are spacious and well lit.

The 3 and 4 year old room has a ramp access to outdoors.

The main entrance features a sliding door and access to the main office is through a controlled automatic bi-folding door, this being fully accessible to wheelchair users. All doors internally are suitable for wheelchair access

There is a disabled toilet facility available on the ground floor and also via lift to the 1st floor toilet.

The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

Action Plan

Aim 1

To continue to develop access to the broad EYFS curriculum for children with a disability. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the nursery school community for children with a disability.

SHORT TERM

Targets

Strategies

Timescale

Responsibilities

Success Criteria

MEDIUM TERM

Targets

Strategies

Timescale

Responsibilities

Success Criteria

LONG TERM

Targets

Strategies

Timescale

Responsibilities

Success Criteria

Aim 2:

To improve the physical environment of the nursery school to increase the extent to which disabled children can take advantage of the facilities offered and support their education.

SHORT TERM

Targets

Strategies

Timescale

Responsibilities

Success Criteria

MEDIUM TERM

Targets

Strategies

Timescale

Responsibilities

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