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Teaching & Leadership



# St Edmund's and Lilycroft Nursery Schools

## Accessibility Plan and Policy 2021-2024

This Accessibility Plan and Policy are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

St Edmund's and Lilycroft Nursery Schools 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.

The Governing Body are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. St Edmund's and Lilycroft Nursery Schools are committed to providing an accessible environment, which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. St Edmund's and Lilycroft Nursery Schools plan, over time, to ensure the accessibility of provision for all children, staff and visitors to the school.
3. The Accessibility Plan will cover a three-year period and will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the schools, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the schools and physical aids to access education.
  - Increase access to the **curriculum** for children with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as all other children. This covers teaching and learning and the wider curriculum of the schools such as participation in additional activities like football sessions, Forest School or school trips. It also covers the provision of specialist aids and equipment, which may assist these children in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of **written information** to children, staff, parents and visitors with disabilities. Examples might include letters home, information about the schools and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Accessibility Audits of the schools, which were undertaken by the Department of Children’s Sensory Service in regards to access for children with Visual Impairment and by the Physical and Medical Team in regards to accessibility of the physical environment for our children with disabilities.

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.

Signed by:

Chair of Governors: \_\_\_\_\_ Date \_\_\_\_\_

Executive Head Teacher: \_\_\_\_\_ Date \_\_\_\_\_

## Planning duty 1: Curriculum

Target	Strategies	Who	Outcome	Review Dates
Classrooms are optimally organised to promote the participation and independence of all children.	Review and implement a preferred layout of furniture and equipment to support the learning process and access to the provision in individual class bases.	SENDCO Teachers Practitioners	Children have access to a range of resources to support their learning.	Spring Term 2022 Spring Term 2023
All additional activities are planned to ensure they are accessible to all children.	Review all additional activities and their accessibility for all children.	SENDCO, Senior SEND practitioner Class Teachers Practitioners	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Spring Term 2022 Spring Term 2023
All staff to be familiar with the needs of the children with SEND in their classroom and strategies that support their learning such as Objects Of Reference or Timetable.	Regular update on the needs of individual children. Explain and model the delivery of specific strategies for each child	SENDCO Senior SEND practitioner	All staff will be confident in using and delivering agreed strategies for children with SEND.	Spring Term 2022 Spring Term 2023
Training for staff in the identification of and teaching children with specific learning difficulties.	Training provided for staff on specific conditions of the children in their classrooms e.g. Autism, Down's Syndrome, Spina Bifida, Visual or Hearing Impairment.	SENDCO Outside professionals	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Summer Term 2024

## Planning duty 2: Physical environment

Target	Strategies	Who	Outcome	Review
Carry out Risk Assessment of all classrooms and outdoor spaces to identify possible hazards.	Both external and internal areas will be thoroughly looked at. Risk Assessments will be written for each classroom and outdoor space.	Site Manager Business Manager SENDCO	All staff will be familiar with the risk assessment for their class and will confidently carry out daily checks.	Spring 2022 Spring 2023
Ensure that all children and adults with disabilities can be safely evacuated	All PEEPs to be put in place and shared with all staff. Ensure all staff are aware of their responsibilities in relation to children with disabilities. Ensure that a number of people are trained to use EVAC chair and that the training is updated regularly.	SENDCO Business Manager	All staff are confident in carrying their responsibilities in relation to children with disabilities and know how to put PEEPs into action.	Spring Term 2022 Autumn Term 2023
Improve external and internal environment access for visually impaired people	-Repaint the edges on the steps outside. -Mark edges of the flooring and furniture in classrooms where there is a child with visual impairment including any rooms that a child will be accessing. - Clearly mark toilet cubicles and hand soap dispensers/dryers with a contrasting tape/paint. -At next refurbishment-install contrasting coloured toilet doors	SENDCO Site Manager	Learning environment is accessible to pupils with visual impairments Access to toilets is increased	Summer Term 2022 Summer Term 2024

### Planning duty 3: Information

Target	Strategies	Who	Outcome	Review
Availability of written material in alternative formats and different languages.	Information for families, related to schools, will be adapted according to needs of different families. This might include information in home languages of our families, information available online as well as in print, information available in specific font size or on contrasting paper when needed.	Family Support Team Admin SENDCO	The schools will be able to provide written information in different formats when required for individual purposes	Summer Term 2022
Ensure that all staff are familiar with the support available to families of children with disabilities both in school and within the Local Authority (LA) and are able to advise parents accordingly.	All staff will receive the relevant training and input on the support available.	SENDCO	All staff will be familiar with schools' and LA Local Offer.	Autumn Term 2023 Summer Term 2024
Survey families as to the quality of communication to seek their opinions as to how to improve.	Send out survey to families regarding quality of communication.	SENDCO Head Teacher	Schools are more aware of the opinions of families and act on this	Autumn Term 2022 Autumn Term 2024