



Greenfields Nursery School and Children's Centre

Headteacher: Ellie Larkin

Accessibility policy and plan 2020-2023

Date Approved: January 2020

Approved by Finance, Personnel and Property Committee

Introduction

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled children as stated in the Equality Act 2010 and the SEND Code of Practice 2014. This plan will be reviewed regularly and will be updated every three years. This plan complements our SEN Information Report, Equality, Diversity and Inclusion, Supporting Children in Schools with Medical Needs, Intimate Care and Child Protection policies.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

‘They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.’

Greenfields Nursery School and Children’s Centre recognises its duty:

- Not to discriminate against disabled children in our admissions and provision of education and associated services.
- Not to treat disabled children less-favourably.
- To take reasonable steps to avoid putting disabled children at a substantial disadvantage.
- To publish an accessibility plan.

The Governing Board of Greenfields Nursery School and Children’s Centre recognises its duty to:

- a) Increase the extent to which disabled children can participate in the curriculum.
- b) Improve the physical environment of the School/Centre to enable disabled children to take better advantage of education, facilities and services provided.
- c) Improve the availability of accessible information for disabled children.

Greenfields Nursery School and Children’s Centre provides all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual children. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to children’s’ diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children.

What do we do to collect information about our children?

- We collect information from any previously attended Early Years settings and from professionals working with the child, so that we are prepared for children when they start nursery.
- We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.
- Home visits are undertaken for all children beginning Nursery and if any children have additional needs the relevant professionals are contacted for support and guidance.
- Staff are trained in the use of epipens and asthma inhalers and other emergency medication where necessary.
- A large number of staff hold current Paediatric First Aid qualifications, and there would always be someone on duty with this qualification, during every shift.
- Health Care plans are completed with parents and relevant medical practitioners, for all children with medical needs.

Centre Population

We have children with the following disabilities or conditions on roll,

- Diabetes
- Asthma
- Eczema
- Anaphylaxis
- ASD
- Downs Syndrome
- Global Developmental Delay

Access Audit

We take advice on support needed for children with disabilities and work with experts to ensure children have the support necessary to fully include them in the life of the Centre.

The action plan ensures that:

- The Centre draws on the expertise of external agencies to provide specialist advice and support.
- The Headteacher and SENCO have an overview of the needs of disabled children.
- There is appropriate deployment and training of staff.
- Successful practice is shared within the School/Centre.
- The Centre works with partner nurseries and schools.

Greenfields Nursery School and Children's Centre consists of a one storey building with wide open spaces and doors. The building complies with equality legislation as set out in The Equality Act 2010 and meets all current EU regulations on accessibility. The Centre provides access to its buildings, facilities and curriculum to all those who wish to access them irrespective of physical ability. We are committed to affording access to the building and other resources for all users.

On-site car parking for staff includes one dedicated disabled parking bay. All entrances to the Centre are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception desk, this being fully accessible to wheelchair users. There are disabled toilet facilities available in the entrance lobby for visitors; which is fitted with a handrail and a pull emergency cord.

The School/Centre has internal emergency signage and escape routes which are clearly marked. All outside areas are paved and fully accessible to wheelchair users.

The Centre makes additional provision for pupils with special educational needs and disabilities to access the curriculum through the SEN Framework.

The three areas considered in the action plan are:

a) Increasing access to the curriculum

This includes teaching and learning and the wider curriculum of the Centre including educational visits.

Improving the quality of teaching is essential to the Centre's work. Through self-review and continuous professional development, the Centre aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children. We aim to meet every child's needs within an inclusive learning environment.

Greenfields Nursery School and Children's Centre has set the following overall priorities for increasing curriculum access:

- Early identification and assessment of children's needs.
- Working in partnership with other professionals to best support children's learning in the Centre.
- Staff training on specific learning needs e.g. Autism, Downs Syndrome, speech delays, mental health including behaviour and attachment.

b) Improving access to the physical environment of the Centre.

This includes improvements to the physical environment of the Centre and physical aids to access education.

Greenfields Nursery School and Children's Centre will take account of the needs of children, parents and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises.

Physical aids to access education may include a wide range of equipment that may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

Previous adaptations made to the Centre:

- Fully equipped adult disabled toilet
- Staff trained to support children with medical needs
- Provision of a disabled parking bay on site
- Purchase of appropriate equipment, such as, walking frames, supported chairs, and standing frames
- Sensory room on site
- Purchase of learning tools, such as, cause and effect toys, resources for bucket time activities.

c) Improving the delivery of written information to disabled children

This will include planning to make written information that is normally provided by the School/Centre to its children available to disabled children.

In a nursery school the amount of written information given to children is minimal. Teaching and support staff will be sensitive to presenting materials to children in appropriate formats. Strategies regularly used at the Centre are; Makaton, PECS, Visual Timetables and Now and Next boards.

Greenfields Children's Centre Accessibility Plan 20120-2023

a. Increasing access to the curriculum

Objective	Actions required	By whom	By when	Success Criteria
For all teaching staff to be 'teachers of children with Special Educational Needs'.	To ensure that relevant aspects of SEN are included in the Centre's training programme	Head of Centre and SENCO	On a yearly basis	All staff are trained and confident to meet the needs of children with SEND and ensure that these children have full access to the curriculum
For children's individual needs to be met through appropriate deployment of staff.	To ensure that a Nursery Officer is allocated to working with children with SEND. To ensure that the Senior Nursery Officer for SEND is released to support staff across the Centre. To ensure that sufficient staffing is in place to run speech and language groups regularly throughout the week.	Head of Centre and SENCO	Plan put in place in the September of each academic year and amended as required when new children join. It will be reviewed at least once a term to ensure that the plan continues to meet the needs of children.	Staff are able to deliver specific interventions to meet children's needs. Progress data shows that children are making progress. Children are making progress towards their IEP targets.
For children with specific learning difficulties to have full access to the curriculum	Review the needs of children with specific issues, provide all relevant training and resources.	SENCO	By October half term each academic year and on going throughout the year as new children join the Centre.	All children have access to resources and programmes to remove any barriers to learning. Progress data shows that children are making progress. Children are making progress towards their IEP targets.

Objective	Actions required	By whom	By when	Success Criteria
Parents of children with SEND to be involved in decisions about their child's provision and in measuring outcomes	Half termly meetings with parents to review progress and set IEP targets	Keyworkers/SENCO	End of each half term	Parents are fully involved in planning for their child's learning and monitoring of outcomes. Progress data shows that children are making progress. Children are making progress towards their IEP targets.
To rigorously monitor the progress of children with SEND	Continue to develop systems for monitoring the progress of SEN children	SENCO, Head of Centre, SEN Governor	On going	Progress data shows that children are making progress. Children are making progress towards their IEP targets.
To support parents who have learning difficulties or mental health issues to be fully involved in their child's education	To identify needs at initial home visit or when starting nursery. Keyworker to build relationship with family and inform SLT of any concerns/issues. Keyworker and SLT to consider the best way to involve families.	Keyworkers, SLT	On going	Parents are fully involved in their child's learning. Progress data shows that children are making progress. Children are making progress towards their IEP targets.

b. Improving access to the physical environment of the Centre

Objective	Actions required	By whom	By when	Success Criteria
Greenfields Children’s Centre consists of a one storey building with wide open spaces and doors. The building complies with equality legislation as set out in The Equality Act 2010 and meets all current EU regulations on accessibility.				
Ensuring all users of the Centre with a disability are able to be fully involved.	<p>Create access plans for individual disabled children as part of IEP process</p> <p>Ensure that any access needs of parents are identified during induction and home visits and are fully addressed to enable them to access the Centre as and when required.</p>	<p>SENCO Keyworkers Head of Centre</p>	On going	All users of the Centre and able to fully participate in the nursery and other activities.
Ensure visually stimulating environment for all children	Displays and learning areas are inviting, stimulating and clutter free to enable access for all children	All teaching staff Assistant Head	On going	All children are able to engage with the learning environment appropriately.

c. Improving the delivery of written information to disabled pupils

Objective	Actions required	By whom	By when	Success Criteria
To ensure the availability of appropriate sized written material for children/parents with a visual impairment.	Ensure that any visual needs of parents are identified during induction and home visits and the admin team are informed so that they can provide large print letters/forms.	SENCO Keyworkers	On going	Parents with visual impairments can access Centre information.
Staff and parents are trained in a range of communication strategies to best meet individual children's needs.	Ongoing training on; Makaton PECS Visual timetables Now and next boards Ensure a range of workshops over the academic year for parents to access support and training, eg, Makaton, PECS.	SENCO Senior Nursery Officer - SEN	On going and when necessary	All children are able to access and understand simple instructions and basic learning.
Ensure a range of multi-sensory books are available for children with additional needs	Audit of multi sensory books Make use of clear vision membership	SENCO	On going	All children have access to books which are appropriate to their needs.