

Greenfield Nursery School Accessibility Plan

Date: January 2019



Status:	Statutory
Date Reviewed:	23 rd January 2021
Approved By:	
Date:	
Reviewed:	
Reviewed:	

Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan and therefore it is listed as a statutory document by the Department of Education (DfE). The plan must be reviewed every three years and approved by the Governing Body. "Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief & sexual orientation".

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He/she has a physical or mental impairment, and
- The impairment has substantial and long term effect on his/her ability to carry out normal day-to-day activities.

Greenfield Nursery & Pre-school is a purpose built building. It is all on one level, with wide doors and access to all outside areas and an accessible toilet in the main area.

The Purpose and direction of the Nursery School Plan: Vision and Values

Greenfield Nursery and Pre-school is committed to giving every child the opportunity to achieve their full potential. We do this by taking into account children's varied life experiences and needs. We offer broad and balanced experiences and have high expectations for all children, regardless of their starting points.

We aim to:

- Overcome potential barriers to learning and enjoyment for individual learners and groups e.g. girls and boys, minority ethnic and faith groups, children who need support to learn English as an additional language, children with SEND, vulnerable children and highest attaining children.
- Welcome and support all children, staff and parents whatever their individual and diverse uniqueness.
- Ensure all staff are aware of the Equality Act as it applies to schools
- Secure commitment of all staff to removing barriers and increasing access

- Draw on support within and beyond the Nursery
- Ensure training for particular groups, needs within the cohort

Information from school Data

Greenfield Nursery and Pre-school is situated in Waltham Cross, Hertfordshire and borders Enfield and Waltham Abbey, Essex. The area has high levels of deprivation with 65% of children in pre-school accessing a funded place.

Within the first few weeks in Nursery and Pre-school individual strengths and needs for development of all children are identified and recorded.

Current needs within the setting:

- Moderate Learning Difficulties
- Social Communication Spectrum Disorders
- Emotional, Behavioral & Social Difficulties
- Speech, Language and Communication needs
- Asthma
- Epilepsy
- Physical – esophageal atresia

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Discriminatory Disability Act 1995:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken/ by who?	Timescale	Success criteria	Evaluation
Equality and Inclusion					
To ensure the Accessibility Plan is an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	HT to review and update the Accessibility Plan annually. HT to ensure clerk has it as an annual item at the governor meetings. HT to evaluate and update actions.	Annually – ongoing	The Accessibility Plan will be reviewed annually. Adherence to legislation.	Annual review 2021 – updated
To ensure children with medical conditions and/or physical/learning need are known to all staff medication/care	Key Person's collect medical information during Home Visits. Information is shared with all staff - whole staff meeting September. Lead teacher records medical information/ care plan – displayed in Nursery NOT on	All staff ensure all medical information is collected before the child starts Nursery or Pre-school. All staff share medical information in teams &	On going	All staff will have awareness of all children on site with medical conditions and children who require additional support with their physical or learning	Staff collect information on All About Me sheets, these have been updated to collect more detailed information. Training identified pertinent to children's needs

needed is clear.	public view.	<p>across teams.</p> <p>Lead teacher to write up medical information (with child's photograph) and put on the inside of cupboard doors in Nursery/Poppy Room and Pre-school.</p> <p>Lead teacher to keep all staff up to date.</p> <p>Head teacher to update all staff at each new intake of children with medical needs.</p>		needs.	Care plans written and kept updated.
To ensure full access to the curriculum	<p>Staff training – and sharing of impact across teams</p> <p>Child centered learning plans and risk assessment</p>	Ensure appropriate staff training links to cohort needs	On-going	Staff are confident to support children with a range of needs	In the Moment Planning supports greater staff knowledge of all children
To closely monitor attainment of SEND children	<p>Termly pupil progress meetings</p> <p>Meetings with SEND support staff</p> <p>Data to inform progress/ Early Development Journal or IAELD used to measure small steps of progress</p> <p>Monitor interventions</p>	<p>Sensory Needs tool available to support depth of understanding for some children</p> <p>Overview sheet to collate each stage of SEN support to EHCP developed - consolidates information</p>	Ongoing – embed systems	<p>Good progress made by children with SEND</p> <p>New plans clearly show children's targets and support</p> <p>Parents involved fully in the Plan, Do, Review process</p> <p>Clear identification of at what stage the child is at in the system</p>	New plans and review sheets developed. Feedback from parents is good and that the plans are clear to understand.
To increase engagement of children with	<p>Visual cues used by all staff</p> <p>Visual timelines and now/next</p>	<p>Inset Day – ALL STAFF</p> <p>Early Years Autism Training led by Early Years Autism</p>		ALL STAFF will have a greater understanding of the needs of ASD	Visual Cues used consistently and adapted to meet the needs of

<p>Speech & Language delay including ASD</p>	<p>boards used to support some children Makaton used by most staff Wellcomm assessment supports targeted interventions</p>	<p>Specialists Effective ASD observations- SenCo AET – Audit to improve provision for ASD children – SenCo & DSPL 4 Autism Lead Action Plan to be developed from Audit – SenCo</p>		<p>children Observations to support assessment/ requesting outside agencies and EHCP information will be written with precision and clarity of information Greater understanding of current provision and changes that may be required to become ASD aware Written action plan will identify next steps</p>	<p>individual children Two staff attended Makaton training to stage 3 and cascaded learning to other staff Action plan completed and audit of need identified gaps. DSPL 4 application made for funding to purchase resources for ASD children</p>
<p>To support children with Social and Emotional difficulties</p>	<p>Nurture group started – Spring term 2018 – but interrupted by COVID 2020 Children identified through PSED development and observations of interactions with peers to attend the group</p>	<p>To further develop this group provision – Nurture Lead To identify further resources for Nurture Group – Nurture Lead To create a permanent space for Nurture group either space within a room or an outside classroom</p>	<p>Summer Term 2022 Summer 2022 Summer term 2022</p>	<p>Create a permanent space for nurture group to run on a regular basis Case studies will show positive impact Boxhall profile shows positive impact Space will provide a permanent Nurture group</p>	<p>Short term success and positive impact of running Nurture group – this was impacted by COVID as staff had to be deployed in other rooms.</p>
<p>To deliver findings to Governors</p>	<p>Termly meeting with SEND link governor Report to Governing body meetings</p>	<p>Link Governor visits termly with agreed focus HT/SenCo – to ensure SEND is included in updated reports</p>	<p>Termly – Annually</p>	<p>Governors have clear understanding of the SEND needs of the school Governors are informed about SEND provision and progress</p>	<p>SEND governor termly visits support her understanding of the needs of the school. Visit report to governors New head to governor report includes SEND as part of the report</p>

Environment – to improve the physical environment of the school to increase the extent to which disable children can access learning					
To keep all pathways leading to nursery and main entrance safe and clear at all times.	Currently pathways are mostly clear. In the winter months the paths are gritted when the paths are frozen.	Ensure buggies are kept under canopies so as not to obstruct pathway - HT Ensure litter is cleared on a regular basis from pathways – Caretaker Ensure children are encouraged to tidy toys away after use and are not left on pathways – ALL STAFF and children	Ongoing	Pathways clear and safe for people to use.	Areas and pathways are clear and signage is clear that buggies cannot be left on site during Covid. In the Moment Planning encourages staff to have clear boundaries and children are expected to keep toys/resources tidy.
Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Corridor width • Door widths • Ease of access to outside areas • Accessible toilet and changing facilities in main area 	Ensure paths are clear of toys at all times for ease of access. Ensure assessable toilet is clear at all times – Caretaker Ensure all pupils can easily manoeuvre round activities set up in the Nursery. Ensure provision is adapted to suit the needs of children e.g. small objects removed where a child is mouthing objects	On-going	The Nursery is easily accessible to all pupils in current cohort.	Accessible toilet is clear and monitored by head cleaner Monitoring of provision is ongoing and is part of ITMP

<p>To ensure the safety of children with an identified need</p>	<p>Allocated disabled space is accessible to parents who require parking within the schools grounds</p>	<p>Ensure and allocated space for disabled parents/carers or children – HT</p> <p>Ensure the space is not used by others without permission</p>	<p>September 2018</p> <p>Ongoing</p>	<p>Children who have a physical disability have ease of access into school safely</p> <p>Children who may `run` are within the grounds and near to the gate for access into school</p>	<p>Identified Families have access to the accessible space – ongoing</p> <p>Currently in Covid – families have to exit the school through the car park – route is marked and avoids this bay</p>
<p>Improve changing facilities for Nursery children</p>	<p>Currently changing is in the toilet or small room -</p>	<p>Partition an area in back room to create a quiet learning space –</p> <p>Small room used as a changing/ first aid area – changer moved to this room with spare clothing</p>	<p>Summer Term 19</p> <p>Summer 19</p>	<p>Quiet space created for intervention work, nurture group and 1-1 speech and language work</p> <p>Privacy and dignity when being changed</p>	<p>Unable to create this space and the small room has continued to be used for interventions</p> <p>Still need to identify a private space with room for a changer</p>

Curriculum

<p>To ensure children with ASD/ Social and Communication difficulties have access to the curriculum</p>	<p>Multi- sensory teaching approaches are used</p> <p>Visual cues support participation and choice</p> <p>Visual timelines support understanding of routines</p> <p>Regular parental communication</p>	<p>Named Autism Lead – Deborah Harrison HT/SenCo</p> <p>Visual timelines in each Key Person teaching space – used daily with all children</p> <p>Choosing board – to support children make a choice of where they are</p>	<p>Spring term 2019</p> <p>May 2019</p>		<p>Anne Moore supports staff with visual cues and use of choosing boards</p> <p>Children enabled to use a `sentence` strip to follow a sequence</p> <p>Large visual pictures representing the routine of sessions are on the walls in all rooms</p> <p>Visual cues given to parents to support</p>
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		going to play Develop links with Middleton School for Outreach support when required	May 2019 By Summer 2020		behavior at home This has not been met – due to limited contacts and Covid
Ensure the curriculum celebrates that we are all different yet equal and have individual strengths.	As a Nursery we really work hard to develop children's Personal, Social and Emotional Development. We celebrate current families cultures and festivals throughout the Nursery year	Ensure all staff continue to celebrate all children's strengths. Encourage parents to share their child's home achievements. Expose children to stories and resources that include people with differences and disabilities. Audit of books – SLT Continue to celebrate different cultures.	September 2018 Ongoing Ongoing Summer 2020 Ongoing	Children will learn to grow up in a diverse community where they celebrate and accept all individuals regardless of race, disability etc. Families will have greater understanding of each other's cultures Books reflect the cohort	In the Moment Planning supports this – children's heritage is celebrated and shared when appropriate Focus child observation weeks support parental engagement and share celebrations Audit of books completed – gaps identified but budget restraints have made it difficult to purchase a range of books
To provide specialist equipment to promote participation in learning by all children	The Nursery buys equipment/resources as they are needed to ensure all children can access learning at our Nursery.	To continually review equipment and resources.	On-going	All children can access all learning opportunities at Nursery.	Small pieces of interactive equipment has been purchased – identified and matched to needs of children e.g. action/reaction toys, mirror toys/

<p>To ensure children's records are accurate and up to date</p>	<p>Information collected for all new children at home visit where possible.</p> <p>Transition meetings arranged with Primary Schools</p> <p>Medical forms, learning plans and Care plans are kept up to date</p> <p>Staff informed of specific health needs</p> <p>Training provided where needed</p>	<p>Ongoing at each intake</p> <p>Ensure information shared at staff meetings when required</p>	<p>Ongoing</p>	<p>All staff are aware of the needs of children in all rooms across the setting</p> <p>Information is shared to support transition into primary school</p> <p>Staff have updated training when required</p>	<p>Consistent collection of information at home visit and during Covid via phone conversations.</p> <p>Primary transition meetings successful and sharing of information prepares children for transition.</p> <p>Transition books prepared by some schools to support child</p> <p>Learning plans updated and collated on new forms</p>
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Sharing Information

<p>Ensure information is accessible for all.</p>	<p>Parent letters are sent via email where possible.</p> <p>The school identifies EAL parents and will Google translate into the family's home language where possible.</p> <p>The school has Turkish and Albanian speaking staff to support parents</p>	<p>Identify different languages in school and offer to support our EAL families to understand our letters/newsletters.</p> <p>Ensure information is given to all families and also display for families that may have missed information.</p> <p>Verbal reminders for school closure/holidays/special days.</p> <p>Make information accessible on the website/Facebook.</p>	<p>Ongoing</p>	<p>All parents can access all information</p>	<p>Google translate used for some families and where possible official documents requested in home language</p> <p>Turkish & Albanian speaking staff translate letters and key information</p> <p>New parent information board outside includes key information, copies of newsletters and information from DSPL 4 for SEND children</p> <p>Facebook and website includes key information – Facebook successfully used during lockdown</p>
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4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be approved by The Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Vision and Values
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Nursery Classroom				
Pre-school classroom				
Poppy Room				
Staff Room and Offices				
Corridor access				
Entrances				
Parking bays				
Toilets				
Reception area				
Toilets				

Signage				
Emergency escape routes				