

Greenfield Nursery School

Accessibility Plan

Date: 24th January 2021- January 2024



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 81% of children in pre-school accessing a funded place. The number of children eligible for Early Years Pupil Premium (EYPP) increases year on year and currently 44% of children are eligible. This year 2020/21 has seen a large rise in the number of children starting nursery with a speech, language & communication need approximately 30% a rise of 10%

Home visits and early contact identify some needs & during the settling in period individual strengths and needs for development of all children are identified and recorded, this supports *'Early Identification'*.

Current needs within the setting:

- Social Communication Spectrum Disorders
- Speech, Language and Communication needs
- Emotional, Behavioral & Social Difficulties
- Moderate Learning Difficulties
- Asthma

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					
The Accessibility Plan is reviewed every three years as an item at the FGB meeting.	Clerk to governors to add to list for FGB meetings.	HT to review and develop the plan over 3 years	Three Yearly	The Accessibility Plan will be reviewed every three years The plan identifies needs and improves outcomes for all. Adherence to legislation.	

<p>To ensure reports inform Governors</p>	<p>Termly meeting with SEND link governor</p> <p>SEND and vulnerable groups included in report to FGM</p>	<p>Link Governor visits termly with agreed focus</p> <p>HT/SenCo – to ensure SEND is included in updated reports</p>	<p>Termly</p> <p>Termly</p>	<p>Governors have clear understanding of the SEND needs of the school</p> <p>Governors are informed of SEND and vulnerable groups provision and progress</p>	
<p>To ensure Care Plans are written and monitored for any child that requires them</p>	<p>Key Person's collect medical information at Home Visit information shared - whole staff meeting September. Lead teacher writes care plan – displayed in Nursery NOT on public view.</p>	<p>All staff ensure all medical information is collected before child starts Nursery or Pre-school.</p> <p>All staff share medical information across teams & transition meetings.</p> <p>Lead teacher to write medical information (with child's photograph) <i>inside cupboard doors in Nursery/Poppy Room and Pre-school.</i></p> <p>Lead teacher to keep all staff up to date.</p> <p>Head teacher to update all staff if new intake of children have medical needs.</p>	<p>On going</p>	<p>All staff have awareness of all children on site with medical conditions and children who require additional support with their physical or learning needs.</p>	
<p>To closely monitor attainment of groups of children</p>	<p>Termly pupil progress meetings</p> <p>Identification of vulnerable groups</p> <p>EYPP budget monitored and matched to cohort/individual need</p>	<p>Staff meeting focus on attainment of children –</p> <p>Lead teacher/ SenCo to support next steps</p>	<p>Termly ongoing</p>	<p>Identified groups have pertinent and swift interventions</p> <p>Identified groups make</p>	

	Termly monitoring of data/progress			expected progress	
To signpost families to local services and support	Regular meetings with families and key person or SenCo SenCo is able to signpost families	ALL staff should be aware of local service – staff meeting SenCo to share services and routes to access Share DSPL website with staff Collate services available Flow chart to show possible routes	By end of Spring term 2021	Staff have clear picture of services available Staff have clear picture of pathways to support – flow chart	
To strengthen partnership working	Links with some outside professionals Meetings with some parents	Strengthen links with Integrated Services for Learning (ISL) Support to access Local High Needs Funding (LHNF) Consistent termly SEND meetings for parents	By end of 2023	Range of services utilized to support staff in school Additional funding enables appropriate support for children who need it Parents feel fully supported and understand fully their child's needs	
Environment – to improve the physical environment of the school to increase the extent to which disable children can access learning					
To keep pathways & one way systems	Currently pathways clear – clear signage relating to COVID	Ensure buggies are NOT left on site - HT	Ongoing	Pathways clear and safe for people to use.	

during COVID clear	<p>displayed</p> <p>Nursery families not accessing site</p> <p>Route demarked through car park for exit</p> <p>No buggies left on site During COVID</p>	<p>Ensure children are encouraged to tidy toys away after use and are not left on pathways – ALL STAFF and children</p>	Ongoing	Reduce risks from infection during COVID	
To ensure the safety of children with an identified need	<p>Allocated space is accessible to parents who require parking close to school</p> <p>Monitor and audit resources for children who are mouthing and eating unsuitable resources e.g. glue, dough, paint,</p> <p>Additional screening put along fence line that borders Hurst Drive</p>	<p>Allocated space for disabled parents/carers or children – HT</p> <p>Ensure space is not used by others without permission – HT</p> <p>Close monitoring of `known` children – adapt resources where required</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Children who have a physical disability have ease of access into school safely</p> <p>Children are kept safe and reduce choking hazards</p> <p>Children who may `run` are safe</p>	
Improve changing facilities for Nursery children	Currently changing is in the toilet or small room -	<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>	When budget allows for work to be completed	<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>	

Curriculum

<p>To further develop sensory play resources as appropriate for the cohort</p>	<p>Limited range of resources to meet the needs of the children in current cohort</p>	<p>Audit of current resources – lead teacher/Anne Moore</p> <p>Identify Gaps – locate and cost resources</p> <p>Create a `wish list` based on current needs of children</p>	<p>Summer term 2021</p>	<p>A full range of early sensory toys are available to meet the needs of the children</p> <p>The children are able to participate and engage with suitable resources</p>	
<p>Develop In the Moment Planning and focus on the `Enabling Environment` for ALL children</p>	<p>Reviewed provision in all rooms</p> <p>Resources `thinned` with the Mantra less is more</p> <p>All staff engaged in process and evaluate and change as children's interests develop</p>	<p>All staff continue to celebrate all children's strengths.</p> <p>Introduce Focus Sheets for observing children – parents encouraged to fully participate.</p> <p>ALL staff to record observations on focus sheets</p>	<p>Ongoing to 2024</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All children are able to engage with the environment</p> <p>All children are observed and are seen to make progress</p> <p>All children are valued and needs supported</p> <p>All staff understand and know the cohort well</p>	
<p>To embed systems for recording children needs</p>	<p>New children's information collected at home visit / phone call</p> <p>Medical forms, learning plans and Care plans are kept up to date – reviewed termly</p> <p>Staff informed of specific health needs</p> <p>Transition meetings arranged</p>	<p>Ongoing at each intake</p> <p>Ensure information shared at staff meetings when required</p> <p>Overview sheet for each SEND child to be completed</p> <p>Engage with HfL `transition of Need` toolkit</p> <p>Consider needs from toolkit</p>	<p>Ongoing</p>	<p>All staff are aware of the needs of children in all rooms across provision</p> <p>Information is shared to support transition into primary school</p> <p>Transition tool identifies needs of children</p> <p>Needs can be `planned`</p>	

	with Primary Schools Training as required	as RAG rated Staff deployed as appropriate to needs of cohort Plan for needs on entry Identify training for specific medical, SEND needs		for Staffing matches needs of rooms Staff have updated training when required	
Written Word					
Embed use of visual cues as a communication tool for children	Visual cues used by most staff Visual timelines in rooms Visual sentence strips for some children	ALL staff to consistently use visual cues in all rooms All rooms to display visual timetable Visual now/next boards used consistently by staff for those children it may benefit Visual sentences used for some children	Ongoing to 2024	Consistency in use of Visual Cues supports children's understanding Reduction in 'meltdowns' Children able to access environment with independence	
Continue to support communication to parents	Newsletter translated to Turkish or Albanian if required More visuals in newsletter and reduction of written word Webpage uses Goggle translate	Identify needs of parents at home visit/initial phone call Collate needs Communication targeted to need and translated where possible Increase use of short parent letters with visual cues	Ongoing to 2024	Parents feel included and understand expectations of school	

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				