

Greenfield Nursery School Accessibility Plan

Date: January 2019



Status:	Statutory
Date Reviewed:	
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 corridor 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:

- 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					
To ensure that the Accessibility Plan becomes an annual item at the FGB meetings,	Clerk to governors to add to list for FGB meetings.	HT to create our school Accessibility Plan. HT to ensure clerk has it as an annual item at the governor meetings. HT to evaluate and update actions.	February 2019 Annually	The Accessibility Plan will be reviewed annually. Adherence to legislation.	
To ensure children with medical conditions and/or physical/learning	Key Person's ensure medical information is collected during Home Visits. This information is shared with all staff during a	All staff to ensure they gather all medical information before the child starts at Nursery or Pre-	On going	All staff will have an awareness of all children with medical conditions and children	

<p>needs are known to all staff and medication/care needed is clear.</p>	<p>whole staff meeting in September. Lead teacher records medical information/ care plan and displays it in the Nursery – in a discreet place.</p>	<p>school. All staff share medical information in teams and across teams. 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. Lead teacher to keep all staff up to date. Head teacher to plan a meeting with all staff each time we have a new intake of children to update medical information.</p>		<p>who require additional support with their physical or learning needs.</p>	
<p>To ensure full access to the curriculum</p>	<p>Staff training – and sharing of impact across teams Child centered learning plans and risk assessment</p>	<p>Ensure appropriate staff training links to cohort needs</p>	<p>On-going</p>	<p>Staff are confident to support children with a range of needs</p>	
<p>To closely monitor attainment of SEND children</p>	<p>Termly pupil progress meetings Meetings with SEND support staff Data to inform progress/ Early Development Journal steps of progress Monitor interventions</p>	<p>New format for Learning Plans implemented – HT/SenCo Parent engagement with learning plans increased through plan Review – HT/SenCo</p>	<p>September 2018 December 2018</p>	<p>Good progress made by children with SEND New plans clearly show children's targets and support Parents involved fully in the Plan, Do, Review process</p>	

<p>To increase engagement of children with Speech & Language delay including ASD</p>	<p>Visual cues used by all staff Visual timelines and now/next boards used to support some children Makaton used by most staff Wellcomm assessment supports targeted interventions</p>	<p>Inset Day – ALL STAFF Early Years Autism Training led by Early Years Autism 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>April 23rd 2019 14th February 2019 13th March 2019 By Summer term 20</p>	<p>ALL STAFF will have a greater understanding of the needs of ASD 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>To support children with Social and Emotional difficulties</p>	<p>Nurture group started – Spring term 2018 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 create a permanent space for Nurture group in back room with partitioning – Caretaker/ Nurture Lead/ HT</p>	<p>Summer term 2020 Summer term 2020</p>	<p>Group will run more often in a permanent place Case studies will show positive impact Boxhall profile shows positive impact</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</p>	

				and progress	
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.	
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.	

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

Curriculum

To ensure children with ASD/ Social and Communication difficulties have access to the curriculum	Multi- sensory teaching approaches are used Visual cues support participation and choice Visual timelines support understanding of routines Regular parental communication	Named Autism Lead – Deborah Harrison HT/SenCo Visual timelines in each Key Person teaching space – used daily with all children Choosing board – to support children make a choice of where they are going to play Develop links with Middleton School for Outreach support when	Spring term 2019 May 2019 May 2019 By Summer		
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		required	2020		
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	
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.	
To ensure children's records are accurate and up to date	Information collected for all new children at home visit where possible. Transition meetings arranged with Primary Schools Medical forms, learning plans and Care plans are kept up to date Staff informed of specific health	Ongoing at each intake Ensure information shared at staff meetings when required	Ongoing	All staff are aware of the needs of children in all rooms across the setting Information is shared to support transition into primary school Staff have updated	

	needs Training provided where needed			training when required	
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Sharing Information

Ensure information is accessible for all.	<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>	Ongoing	All parents can access all information	
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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				