



Rosemary Lane Nursery School

Accessibility Plan 2022-2025

Rosemary Lane Nursery School Accessibility Plan – 2022 to 2025

1. Vision Statement

2. Aims and Objectives

3. Current good practice

- Physical Environment
- Curriculum
- Information

4. Access Audit

5. Management, coordination and implementation

6. Action Plan

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

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

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Rosemary Lane Nursery School the Plan will form part of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

At Rosemary Lane Nursery School we 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.

1) The Rosemary Lane Nursery School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Rosemary Lane Nursery School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Rosemary Lane Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include reading books and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Rosemary Lane Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equality Policy Statement and Objectives Policy
- Health & Safety Policy
- School Brochure
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior

to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance, Premises and Personnel Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved by

Headteacher Mrs Jill Jones Date: October 2022

Signed:



Chair of Finance, Premises and Personnel: Mrs Joanne Watson Date: October 2022

Signed:

2. Aims and Objectives

Our Aims are:

- **Continue to develop access to the broad EYFS curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils**

Our objectives are detailed in the Action Plan below

3. Current good practice

We currently ask about any disability or health condition in early communications with new parents and carers on our prestart open evening and when placing names on the waiting list. We encourage parents to develop good relationships with their child's key person and the school SENCo to enable sharing of information and openness.

Physical Environment

Disabled pupils participate in all activities. Some aspects of these activities present particular challenges, for example: lunch times for pupils with social communication difficulties, school trips for pupils with medical needs. We always try to offer solutions to these barriers wherever possible by adjusting what we do. There are a few parts of the school to which disabled pupils have limited or no access at the moment, due to building layout including internal stairs into the blue teddy two year old area.

Curriculum

There are very few areas of the curriculum to which disabled pupils have limited or no access, as we work in a very holistic child centered manner. We have developed skills over time in supporting children with disabilities and have a dedicated team of outreach staff who have expertise in this area. However some areas of the curriculum still present particular challenges, for example: Physical development for pupils with a physical impairment. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils (e.g. picture cards), parents (e.g. large print on letters) and staff.

4. Access Audit

The school is a one storey building with wide corridors and several access points from outside. It is split into two different areas; one for 2 year olds and one for 3 and 4 year olds. There are numerous access points into both areas of the building. The 2 year old area has steps at the external access points and internal steps where it adjoins the hall. External entrance doors give wide door access; internally the doors are standard size. The hall is in the centre of the building and is accessible to all. Corridors are spacious and well lit. The 3 and 4 year old room has a ramp access to outdoors and the main entrance door has a ramp also.

Some entrances to the school are either flat or ramped and have wide doors fitted. The main entrance features a secure lobby and access to the main office is through a door, this being fully accessible to wheelchair users. There are no disabled toilet facilities available but changing facilities for disabled children are available in two locations within the school.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

6. Action Plan

Aim 1 To continue to develop access to the broad EYFS curriculum for pupils with a disability.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To liaise with any other providers and parents to review potential new intake	To identify pupils who may need additional to or different from provision for the next intake	Termly	HT DHT	Procedures/equipment /ideas set in place termly.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All staff	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT All staff Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all	CPD for staff to recap and update support for children with a disability:	Ongoing	HT DHT	Advice taken and strategies evident in

	children.	<ul style="list-style-type: none"> • The use developmentally appropriate areas within the EYFS to assist in developing learning opportunities for children and also in assessing progress • A differentiated curriculum • A range of support staff including learning support staff • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy as appropriate 		SENCO Ed Psych	Nursery practice.
MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN pupils.	Recall meetings to update all staff Scrutiny of assessment system Regular liaison with parents	Ongoing	HT DHT SENCO	Progress made towards SEN Support Plan outcomes
	To monitor attainment of more able, G & T pupils	Policies to reflect strategies to support all children including G&T Provision to offer opportunities for extension work with g&t.	Ongoing Annually	DHT Nursery Nurses	All children making proportionate progress. Achieving above average results

	<p>To promote the involvement of disabled students in key group discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SMT Governors	All children making good progress.
	To deliver findings to the Governing Body	Finance Premises and Personnel and Learning Teaching and Achievement committee meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Improve physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure visually appealing environment for all children.	High quality display and attention to detail in all areas of nursery. Reducing busy environments and colour to support those children who find this overwhelming.	Ongoing	Teaching and non-teaching staff	Warm, inviting environment maintained.
	Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of Support Plan process as appropriate Include questions in the on entry pupil information forms relating to parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher Occupational health/ Portage	All children are kept safe in nursery
	Ensuring disabled parents have every opportunity to be involved	Arrange interpreters from the RNID to communicate with deaf parents as appropriate Offer a telephone call to explain letters home for some parents who need this or larger print if appropriate Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
MEDIUM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve community links	School to continue to have strong links with schools in Durham Authority and the wider community.	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community of Easington, Durham and the world and their needs
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop outdoor facilities for all ages.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/ App	Ongoing	SMT Governors	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' eve/annual reviews	Ongoing	HT Staff team	Two way communication in place.
	To ensure all neuro diverse children have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for neuro diverse children.	Ongoing	All staff to be aware	Neuro diverse children able to access curriculum.
MEDIUM	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Raising awareness of font size and page layouts will support pupils/parents with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 			Parents and children are aware of all communication
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	Information collected about children. <ul style="list-style-type: none"> • Records passed during transition from blue teddies – following update with parents 	Annually	DHT NNs Outside agencies	Each teacher/staff member aware of disabilities of children in their key group and the wider nursery

		<ul style="list-style-type: none"> • Annual reviews • Support plan meetings • Medical forms updated annually for all children • Education, health and care plans • Significant health problems – children's photos displayed in key group book and in kitchen area book 		SMT Office staff	
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Continual review and improvement	SMT	Effective communication of information about disabilities throughout nursery.