

# Accessibility plan

## Langley Moor Nursery School



**Approved by:**  
Governing Body

**Date:** June 26<sup>th</sup> 2023

**Last reviewed on:**  
June 2023

**Next review due by:** June 2026

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, please see the school complaints policy. Where possible complaints will be dealt with informally in order to reach a resolution promptly.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he/she/they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his/her/their ability to undertake normal day to day activities.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To continue to increase access to the broad EYFS curriculum for pupils with a disability	<p>Our nursery school offers differentiated provision for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the provision. We offer solutions to barrier to access.</p> <p>Curriculum resources include examples of people with disabilities, wherever possible</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To identify pupils who may need additional to or different from provision for the next intake.</p> <p>To comply with the Equality Act 2010.</p> <p>To establish close liaison with outside agencies for pupils with ongoing health needs eg epilepsy or mobility issues, and seek training/advice from them when needed.</p> <p>Ensure staff are aware of children with SEND and support their progress.</p>	<p>To liaise with any other providers and parents/carers to review potential new intake.</p> <p>To review all statutory policies to ensure that they reflect inclusive practice and procedure.</p> <p>SENCO to review the needs of children with specific issues and provide all relevant training according to specific needs.</p> <p>Inset planned termly in response to needs. Set up a system of individual access plans for pupils when required, including SEN Support plans and EHC plans.</p>	SENCO	Ongoing  Ongoing  Ongoing  Ongoing	<p>Nursery is inclusive</p> <p>All policies clearly reflect inclusive practice and procedure.</p> <p>Staff are confident in a variety of aspects of SEND although we recognize that this is an ongoing aspect as needs within the nursery change from year to year,</p>

			These plans will be shared with parents and staff.			Support plans and outcomes shared with all relevant staff
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• A ramp which was added when the new extension was built.</li> <li>• A disabled parking bay</li> <li>• Disabled toilets and changing facilities</li> <li>• All doors are wide enough to allow wheel chair access</li> </ul>	<p>Ensure environment is appropriate for all children.</p> <p>Ensure all with a disability are able to be involved.</p>	<p>Reduce busy environments to support those children who find this overwhelming.</p> <p>Create access plans for individual disabled children as part of the Support plan process as appropriate. Include questions in the on entry pupil information forms relating to parents/carers access needs.</p>	<p>Teaching and non teaching staff</p> <p>HT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Calm, inviting environment</p> <p>Enable needs to be met where possible and finances allow</p>
Improve the delivery of information to pupils and parents with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations.</li> <li>• Parents are advised that they can receive support with reading/writing tasks and access to this service has been used by a number of parents.</li> </ul>	<p>To review children's records ensuring all staff awareness of children with disabilities.</p>	<p>Brief info about children with significant health problems to be displayed on the staff notice board (more info kept in their individual files)</p>	<p>HT</p>	<p>Continual review and improvement</p>	<p>Improved communication of information about disabilities throughout the nursery.</p>

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, 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:

- Risk assessment policy
- 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
Number of storeys	All on one floor	N/A		
Corridor access	N/A	N/A		
Lifts	N/A	N/A		
Parking bays	One disabled bay	N/A		
Entrances	Wide enough to allow wheel chair access	N/A		
Ramps	One at rear of building. All other access points are flush	N/A		
Toilets	One disabled toilet in entrance	Ensure access to toilet is clear.	HT and caretaker	December 2018
Reception area	Easily accessible	N/A		

Internal signage	Signage is in place to indicate the entrance as advised.	N/A		
Emergency escape routes	These are readily accessible for all	N/A		