

# **Reddish Vale Nursery School**

## **Accessibility Plan 2018**

### **Introduction**

The Equality Act 2010 replaced all existing 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:

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

Under the Equality Act 2010 schools should have an Accessibility Plan therefore it is listed as a statutory document by the Department of Education. The plan must be reviewed every three years and approved by the Governing Board. The current plan will be upended to this document.

Our Accessibility Plan will be used to advise against other school documents and policies. It will be structured to support the school's Equality Policy and will be published on the school website. We understand that the Local Authority will monitor the school activity under the Equality Act 2010 (and in particular schedule 10 regarding accessibility) and will advise upon the compliance with that duty.

Our 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 need where practicable.

### **The Purpose and Direction of the Nursery School Plan**

Reddish Vale Nursery School has high expectations for all children, by enabling them to participate and achieve in every aspect of Nursery School life.

### **Visions and Values**

- Our commitment to Equal Opportunities is embodied in the key requirements set out in our Inclusion Statement, visions and values, teaching and learning policies and in national EYFS guidance.

### **The Nursery aims to:**

- Overcome potential barriers to learning and enjoyment.
- Support the diverse needs of individual children.
- Welcome and support all children, staff and parents whatever their individual and diverse uniqueness.
- Ensure that all staff are aware of the Equality Act as it applies to Nursery Schools.
- Secure the commitment of all staff to removing barriers and increasing access.
- Draw on support from within and beyond the Nursery.
- Target training for particular groups of pupils/staff/aspects of Nursery life.
- Share good practice between staff and with other Nursery Schools and Early Years settings.

### **Normal day-to-day activity**

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual Dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger
- Children with complex behaviour

### **Information from Pupil Data and School**

Reddish Vale Nursery School is one of four Nursery schools within Stockport. Three of these are set within areas of deprivation. We have 156 places that are allocated in line with the offer of 15-hours funded childcare for children who are 3 years old. We also offer some extended entitlement places and will offer places for 2 year olds from September 2018. Most of the children stay at the Nursery

for only three terms although some children who gain entry in January and April stay for five/four terms. Within the first few weeks of starting in the Nursery, the individual strengths and needs for development of all children are recorded. This information together with parent information and any other agency information is used to assess the individual child's needs.

**Disabled pupils currently in Nursery have the following needs:**

- Moderate Learning Difficulties (MLD)
- Social Communication Spectrum Disorders
- Emotional, Behavioural & Social Difficulties
- Speech, Language & Communication needs
- Asthma

At present there are facilities for wheelchair users, across the Nursery.

**The Nursery's areas for development:**

**Strengths:**

The Staff within the Nursery have experience of working with a range of disabled children. Training is provided through a cycle of staff meetings and INSET days to raise awareness of needs and also strategies for effective practice. If specific support is required e.g. in previous years we have had children with Type 1 Diabetes, and a child with a feeding tube, specialist training was delivered to staff in order to best support the needs of these children.

- There is regular liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of the children. These agencies include:
  - The Speech & Language Therapy Service
  - Occupational Therapy Service
  - Educational Psychology Service
  - Learning Support Service
  - Behaviour Support Service
  - Portage
  - Ethnic Diversity Service
  - Health Visitors
  - Inclusion team

- School Age Plus worker
- Child Development Unit

Close links are in place to ensure the smooth transition of children from the Nursery into Primary Schools. Children transfer to several different Primary Schools. Reception Teachers are invited into the Nursery to meet the children and to share any relevant information. If the Reception Teacher cannot attend, then every effort is made to ensure that relevant information is passed on.

All disabled children follow a full and balanced curriculum appropriately differentiated according to their needs and are encouraged to take a full and active part in the life of the Nursery.

**Areas for Particular Focus:**

- Continued training for all staff to support children with disabilities
- Monitoring of how well children with disability are accessing the curriculum and facilities

**Views of those consulted during the development of the plan**

- Parents of all disabled pupils are kept informed and consulted on all developments within the Nursery.
- Parents are greeted on a daily basis so that any concerns or worries can be addressed immediately.
- There is ongoing dialogue between the various agencies who are working with children with disability and their families, so that collectively we can provide the very best experiences and support for individual children.
- Questionnaire issued to appropriate parents as part of the ongoing process

**Areas for Development:**

- Continued liaison with the Local Authority and other Agencies
- Continue to improve the physical environment of the Nursery School to increase the extent to which disabled children can take advantage of education and other services
- Evaluation of the scheme

**Links to other policies:**

- Equality & Diversity
- Inclusion Statement
- Vision & Values
- SEN & Disability
- Medical Conditions
- Facilities Development Plan
- Teaching & Learning

<b>Version / Status</b>	Approved
<b>Date Agreed</b>	Summer 2018
<b>Where Agreed</b>	Governing Body
<b>Review Date</b>	Summer 2021

## Reddish Vale Nursery School Accessibility Plan 2018

**Priority 1:** To reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.

<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To comply with the Equality Act 2010	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	Ongoing	HT	All policies clearly reflect inclusive practice and procedure.
To ensure full access to the curriculum	Staff training. Use of child-centred planning IEPs, IBPs and Risk Assessments. Individual Health Plans.	On-going	Key workers SendCo Ed Psych	Advice taken and strategies evident in practice
To closely review attainment of all SEND children	SENDSCO meetings Assessment meetings Scrutiny of IEPs Monitoring of interventions	Termly	Key Workers SENDSCO	Good or outstanding progress made by children with SEND
To monitor attainment of G&T children	Assessment meetings	Termly	Key Workers SENDSCO	Good or outstanding progress made by G&T children.
To promote the involvement of disabled children in the EYFS curriculum	Take account of individual needs and interests. Provide, where appropriate: Wheelchair access Intervention training for relevant staff Giving alternatives to enable disabled pupils to participate fully. Creating positive images of disability within the school.	On going	Whole school	The needs of all disabled staff, pupils and parents are represented within the school.
To deliver findings to the Governing Board	Governing Board meetings	Annually	SENDSCO	Governors fully informed about SEND provision and progress.

**Priority 2:** To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of learning

<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To improve the physical environment	Audit the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	On going	SLT	Enabling needs to be met where possible
To ensure the involvement of all with a disability	Create access plans for individual disabled children as part of IHP process. Confidential questionnaire to parents/ carers about their and children's needs to ensure they are met	On going	SLT	Enabling needs to be met where possible
To ensure disabled parents have every opportunity to be involved.	Parking space available to drop off and collect children. Confidential questionnaire includes needs of parents.	On going	SLT	Parents are able to be involved in their child's education
To ensure paths, car parks are as safe as possible.	Effective communication with parents	On going	Caretaker SLT	No accidents.

**Priority 3:** To improve the delivery of information to disabled children and parents.

<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To ensure children with ASD/ Social and communication difficulties	Regular parental communication. Individualised multi sensory teaching strategies used.	On going	SENDCO Key workers	ASD/ Social and communication difficulties children able to access curriculum

have access to the curriculum				
To ensure that records with children's disabilities are accurate and up to date	Information collected about new children. Transition meetings with primary schools Medical forms and IHPs up to date. Staff informed about specific health problems. Training where needed.	Each intake	All staff	All staff aware of specific needs of children in Nursery.
Needs, health conditions and SEND status recorded and monitored.	Medical file updated with each intake and reviewed annually.	On going	HT SENDCO	Effective communication throughout school