

Accessibility plan



FLATTS
NURSERY SCHOOL

Approved by:	Andi Gilroy-Sinclair	Date: 7.11.19
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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.

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. Flatts Nursery School is a Kirklees Local Authority maintained school.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers curriculum with a set number of milestones based around a progressive set of skills which should enable all learners to access the curriculum at their own level.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</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>Learning environment organised to meet the needs of pupils or staff with a disability or additional need</p>	<p>Guidance from specialists (Speech Therapy, Visual Impairment Service, hearing impaired service) taking</p>	<p>SENDCo and room leaders</p>	<p>Ongoing</p>	<p>Pupils or staff with a disability or additional need are able to access the learning environment more effectively</p>
		<p>Raise pupil awareness of people with different needs</p>	<p>Groups times planned to discuss these issues</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Increased pupil awareness of the needs of others with a disability or additional need</p>
		<p>Curriculum to meet the needs of all learners</p>	<p>Reflect on the curriculum throughout the year with each cohort</p>	<p>Leaders</p>	<p>Ongoing</p>	<p>All learners accessing the curriculum</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Low shelving at wheelchair-accessible height • Height adjustable changing table 	Ensure changing facilities are good quality and meet purpose	Following advice from maintenance engineer new changing bed needs ordering in the next 12 months	Headteacher	November 2023	New changing bed in place and being used appropriately to support pupils
		External signage to be improved taking account of appropriate colour schemes/sizes (Medium Term Goal)	Guidance from signage companies to ensure signs are clear and easily read.	Headteacher	Ongoing	Visitors to site will have clear routes on display to improve accessibility
		Ongoing site management and refurbishment of teaching and learning areas		Headteacher	Ongoing	Learning environment is more accessible to students with visual and hearing needs

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible.	IEP targets are shared with teaching staff and Key Person	SEND information is available to all staff	SENDCo	Ongoing	Children's needs are known and being addressed.
		Improve internal signage to enhance communication methods	Signs to be created around school	Headteacher	Ongoing	Children can show more independence in accessing the environment
		Long term– staff training on Makaton to aid communication methods	Staff to access Makaton training to improve communication and language with children with limited speech	Headteacher	Ongoing	Children can communicate with peers and adults using signing (this slowed due to pandemic and is now starting up again) Needs 18-24 months to embed
		Improve pictorial symbolic representations	Visual timetables and choice boards to be created	Teachers	Ongoing	Children will be able to use picture to show choices or understand the daily routine
		Liaise with primaries re transition of our children to their new schools	Once children have been allocated places at primary school contact to ensure transition arrangements are put in place.	Teachers, SENDCo	Ongoing	Children will have effective transition to their new school and new staff will be aware of any additional needs

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 headteacher.

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	1			
Corridor Access	Corridors have double doors on each side which are narrow, these both need opening for wheelchairs and push chairs. There are number key locked to ensure safety of children during the session.			
Parking Bays	There are 14 parking bays to school. There is one parking space allocated for people with disability issues.			
Entrances	1 main entrance, 2 entrances for children			
Ramps	All entrances have ramps, no steps			
Toilets	Child Accessible toilets	Clear furniture in disabled toilet	AGS	Easter 2020

	Staff Toilets 1 Disabled and visitor toilet			
Reception Area	Open space, low level buzzer,			