

Accessibility Plan 2017 - 2018

Introduction

At Appletree Nursery School, we aim to make reasonable adjustments for adults and children with a disability, so that they are not at a substantial disadvantage.

This plan sets out the proposals of the Governing Body of the Nursery School to increase access to school for children and adults with a disability through:-

- increasing the extent to which children and adults with a disability can participate in our services
- improving the environment of the Nursery School to increase the extent to which children and adults with a disability can take advantage of education;
- ensuring that all information given to parents will be in a format that is accessible to adults with a disability.

The Nursery School Accessibility Plan is resourced, implemented, reviewed, and revised as necessary. Attached is a set of action plans showing how the School will address priorities identified in the plan.

1a: The purpose and direction of the Nursery School plan: vision and values

Appletree Nursery School are committed to providing equality of education and opportunity for children with a disability. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in delivering or accessing our services.

The achievement and involvement of children with a disability is monitored and we use this data to raise standards and ensure inclusive practice. We will make reasonable adjustments to make sure that the Nursery School environments are as accessible as possible.

We believe that diversity is a strength, which should be respected and celebrated by all those who access and deliver our services.

The Nursery School have set the following priorities for the development of the vision and values that inform the plan:

Actions:

- To increase visibility of possible trip hazards – clearly mark the edges of steps and changes of surface areas with contrasting materials such as paint, carpet tapes or edging strips.
- To be aware of the timing of the automatic door closure to ensure there is enough time delay to allow access for wheel chair users and those using mobility aids.
- To ensure that all children who have a disability are registered on the SEND register as outlined above.
- To ensure that the website is accessible to parents who have a visual impairment

To ensure equality of access, Governors and staff will meet and will advise the Governing Body on any issues relating to:

- Staff training
- Governor training
- Accessibility of written information / Website/ Facebook page
- Buildings

1b: Information from pupil data

The school registration data and special educational needs and disability (SEND) register record details of children with special educational needs at different stages of assessment. In addition, children who achieve a red screen score on the WellComm language assessment will also be placed on the SEND register.

The school and centre meet the needs of children with special educational needs or disability very well. The curriculum is accessible in all areas and children's progress is reviewed regularly.

1c Outcomes for children with a disability:

We monitor the attainment and progress of **all** children in the school. In addition, the progress of children with special educational needs or disability is reviewed in SEN support meetings. This includes children who have a targeted learning plan (TLP) for managing feelings and behaviour and those with a red WellComm screen.

The school and centre SENCO, **Lynne Kilpatrick**,

will report the individual progress of children with a special educational need or disability to the governing body, without identifying individuals on a termly basis. The named SEND Governor for the Nursery School is **Rose Martin**.

Children and parents views on progress and on provision will be reported to governors in an annual report and will inform the school ROSE (Record of Self Evaluation). Action where required will be taken through the School improvement planning process.

Visiting professionals and support staff are asked for honest and objective feedback about the provision and contribute towards reviews of progress.

1d Management, coordination and implementation

The planning process:

- The governing body takes responsibility for the Nursery School single equalities policy and action plan, contributing to and monitoring it annually.

1e The School makes its accessibility plan available in the following ways:

- Display on the School's website;
- Ensuring the plan is readable.
- A written copy of the plan is kept in policy files and can be given in large font or translated if appropriate

Lead Person: Lindsey Wishart

Action:

- Ensure accessibility plan is updated on the website.

Lead person: Christine Branscombe

Action:

- Ensure that building priorities are discussed regularly with the building officer and reported to governors.

Lead person: Lindsay Wishart

Action:

- Ensure that all policies, including the Single Equality Policy and Accessibility plan are readable and can be produced in larger text, or alternative languages for anyone who would like this.

Priority	Actions to be taken	Lead responsibility	Timescale	Expected outcomes
All nursery children or adults who require assistance in entering or leaving the building due to a disability will have a personal evacuation and exit plan (PEEP)	PEEP to be written and all staff to be informed of the procedure to evacuate child or adult	CB/FE	On entry to nursery	PEEP will inform safe procedure to evacuate a child or adult with a disability in the case of a fire or emergency evacuation