



Grace Owen Nursery School

Accessibility Plan (2016-2019)

At Grace Owen Nursery School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We are committed to nurturing lifelong learning for all in a safe and nurturing environment. We recognise uniqueness and individuality and are committed to developing self-confidence and self-esteem.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period, (3 years).

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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Objectives

Grace Owen 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 after-school clubs, leisure and cultural activities or 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 hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Behaviour Policy
- Curriculum Policies
- Critical Incident Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disability Policy

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.

The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the relevant Governor committee. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher

Increasing access to the curriculum for pupils with a physical disability and/or sensory impairment.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access. Assign CPD for Medical needs differentiation and recording methods. Online Learning modules if required.	Ongoing and as required.	Headteacher / SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation.

Improving and maintaining access to the physical environment of the school.

Target	Strategies	Timescale	Responsibility	Success Criteria
The Nursery is aware of the access needs of disabled pupils, staff, governors, parents/ carers and visitors.	To create access plans for individual disabled pupils as part of the SEN Support process when required.	As required.	SENCO	Outcomes in place for all disabled pupils and all staff aware of pupil's needs.
	Be aware of staff and governors access needs and meet as appropriate.	Induction and as required.	Headteacher	All staff and governors feel their needs are met. Parents are confident their needs are met and have full access to all school activities.
	Through questions and discussions find out the access needs of parents/ carers.	At each new intake (termly) and as required.	Headteacher	
	Consider access needs during recruitment process.	As required	Headteacher	Access issues do not influence recruitment and retention issues.

Layout of Nursery enables access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign.	As required	Head Teacher/Key Teachers/ Governors	Redesigned buildings and areas remain accessible by all.
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Improving the delivery of written information to pupils, staff, parents and visitors with disabilities.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in 'simple' English. School office will support and help parents/carers to access information and complete school forms.	Ongoing Ongoing – As required	O f f i c e / Document Author Office	All parents receive information in a format they can access All parents/carers feel confident that they have all information and can access assistance when needed.
Improve the delivery of information in writing in an appropriate format.	Provide suitable enlarged, clear print for pupils and parents/carers with a visual impairment.	As required	Office/ Document Author	Excellent communication.
Annual review information to be as accessible as possible.	Develop easily accessible (clear terminology/enlarged fonts/clear print) annual reports and Support plans.	Annually and as required	SENCo/Key staff	All documents are easily accessed and suitable for the recipient.