**Accessibility Plan**

**Review**

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| **Review Cycle** | **Date of Current Policy** | **Author(s) of Current Policy** | **Review Date** |
| Every 3 years | June 2022 | Simon Holmes | June 2025 |

**Ratification**

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| --- | --- | --- | --- |
| **Role** | **Name** | **Signature** | **Date** |
| **Chair of Governors** | Enza Phillips |  |  |
| **Head Teacher** | Simon Holmes |  |  |

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# **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.

* St Philip’s Marsh Nursery School/Cashmore Early Years Centre/Barton Hill Children’s Centre is committed to providing an appropriate and high quality education to all the children who attend. We believe that all children, including those identified as having ‘special educational needs’ have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.
* Children of any level of need are welcome in our Nursery and Early Years Provision.
* We believe that all children should be valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.
* We aim to meet the needs of children who experience ‘barriers to learning’ which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience at school.
* At St Philip’s Marsh Nursery School/Cashmore Early Years Centre/Barton Hill Children’s Centre we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.
* St Philip’s Marsh Nursery School/Cashmore Early Years Centre/Barton Hill Children’s Centre sees the inclusion of children identified as having ‘special educational needs’ as an equal opportunities issue, and we will aim to model inclusion in other policies which involve staff, parents/carers and the community.
* The SEN Co-ordinator is Miss Denise Draper who is also the Deputy Headteacher.

The SEN Governors are Mrs Mary Hodges and Denise Draper.

This accessibility plan is linked to the following policies and documents:

* Risk assessment policy
* Health and safety policy
* Supporting pupils with medical conditions policy
* Inclusion policy

The plan is 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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

# **Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

# **Action plan**

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

| **IMPROVING THE ACCESS TO THE CURRICULUM** | | | | | |
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| wHAT ARE WE GOING TO DO? | HOW ARE WE GOING TO DO IT? | Who will be responsible | Timescale/resources/costs | monitoring | success criteria |
| Ensure the settings are organised to promote independent learning for all children | Termly reviews of class/corridor/garden layout and resources to ensure all areas are accessible for children with a disability | Head teacher  SENCO  Class teachers | Ongoing | Through regular briefings and staff meetings | Children with disabilities will feel confident to access all areas to support their play and learning |
| Ensure all staff have good knowledge of how to differentiate the curriculum to meet individual needs | Ensure all staff have a good knowledge of the curriculum  Ensure relevant staff have read and are implementing the IEP’s/provision plans/EHCP’s for individual children.  Ensure team planning differentiates activities accordingly and support individuals as appropriate so child has full access to the curriculum | Head teacher  Class teams  SENCO | Ongoing  Curriculum inset training day | Team briefings/planning meetings  IEP reviews | Staff will be confident in understanding and delivering a differentiated curriculum |
| Ensure all staff have the appropriate training to meet the specific needs of the children in their care | Identify training needs as necessary for individual children  All staff to have training in Makaton and PECS  All staff to have training in attention autism | Head teacher  SENCO  School Business manager | Ongoing rolling program of Makaton and autism training  Inset training on disability | Staff training audit | Highly qualified staff with the appropriate level of skills will be supporting our children with the greatest needs |

| **IMPROVING THE delivery of written information** | | | | | |
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| wHAT ARE WE GOING TO DO? | HOW ARE WE GOING TO DO IT? | Who will be responsible | Timescale/resources/costs | monitoring | success criteria |
| Ensure accessibility plan and all relevant policies are displayed on the school website and are available in written form on request | Review school website and all documentation to ensure reference to accessibility plan and availability of relevant documents. | Head teacher  School administrator | By 1 September 2022 | Head teacher School admin | Website and documentation will be updated and available |
| Ensure accessibility plan is referenced and included in curriculum and information is given to parents when their children start at Nursery | New curriculum documentation to make specific reference to ensuring full access to curriculum for children with disabilities.  Medium and daily planning to reflect this and ensure suitable differentiation | SENCO  Teachers  Keyworkers | By 1 September 2022 | SENCO  Teachers  Keyworkers  Governors |  |
| Ensure accessibility plan is accessible in different formats and community languages | Liaise with BCC to see what resources are available in community languages to support children with disabilities.  When we have children with disabilities whose parent/carer have English as an additional language ensure interpreter is available (could be a member of our own staff). | Staff with community languages  SENCO | Ongoing | Through IEP’s/care plans.  Staff briefings | We will have a bank of resources in different formats and languages |

| **IMPROVING THE physical ACCESS** | | | | | |
| --- | --- | --- | --- | --- | --- |
| wHAT ARE WE GOING TO DO? | HOW ARE WE GOING TO DO IT? | Who will be Responsible | Timescale/resources/costs | monitoring | success criteria |
| Nursery is aware of access needs of disabled children, staff, governors, parents and carers | Individual access plans for disabled children as part of IEP process.  Information requested on application form re. access requirements. | SENCO  Keyworkers  School admin | Ongoing process as families apply for places | School admin | We will have a clear picture of accessibility needs for all children and families |
| Improve signage and for visually impaired children and adults | Audit current signage in both settings both inside and in the garden.  Resource or make new signage, which is accessible for visually impaired children and adults | Head teacher  SENCO  School business manager | By December 2022  Cost TBC | Headteacher  SENCO  SBM | Both settings will have relevant and accessible signage |
| Ensure all disabled children can be evacuated safely and protected in event of fire or emergency | Put in place personal emergency evacuation plans for identified children as necessary | SENCO  Firewarden  Keyperson | Ongoing | SENCO  Firewarden  Keyperson | Individual personal evacuation plans will be in place and staff will know what to do in an emergency |