



Wheatley Nursery School

Accessibility Plan

At Wheatley Nursery School, we are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The governing body has three key duties towards disabled children:

- To improve the physical environment
- To increase access to the curriculum
- To make improvements in the provision of information

Disability is defined in the Equality Act 2010. It states in Section 6 (1) that a person (P) has a disability if:

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

The Equality Act 2010 and Equality duty 2011¹ placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make reasonable adjustments to their policies, procedures and practices to accommodate pupils with disability more fully in school life.

A school's duty to make reasonable adjustments is an anticipatory one and therefore schools need to think in advance about what disabled pupils might require and what adjustments need to be made for them.

The Accessibility Plan will contain relevant actions to:

Improve 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 and equipment, which may assist these pupils in accessing the curriculum.

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs or school visits. It also covers the provision of **specialist aids and equipment**, which may assist these pupils in accessing the curriculum.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities, including information about the school and events. The information should be made available in various preferred formats within a reasonable time frame.

There are action plans relating to the key aspects of accessibility in place. These plans will be reviewed annually. New plans will be drawn up every three years. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The accessibility plan operates in line with the disability equalities scheme and the EYFS Policy and Special Educational Needs Policy.

As policies are reviewed, Equality and Diversity will be considered and where appropriate they will make reference to the plan.

To improve the physical environment

The school will take account of the needs of children, staff and visitors with disabilities when planning and undertaking future improvements and refurbishments of the site and premises. There is access to outdoor learning at all times.

Resources and furniture will be arranged to allow individuals to access to all areas as independently as possible, in particular for those children who may depend on the use of mobility aids.

Professional advice from the SENSS Team may be sought on environmental issues and for any specialist equipment which may be required, if not already in school.

Target	Strategies	Time Scale	Responsibility	Success Criteria
To review annually all areas of the school in order to ensure that there are no barriers to accessibility for children, staff and visitors with disabilities	To track annually progress of any identified issues and areas of concern	Annually in February	Headteacher	School building annually reviewed. Full accessibility to the building and grounds
To improve access arrangements to the building	Install Access button for wheelchair users at main entrance	As funds become available	Headteacher	Wheelchair users can gain access to the carpark and building independently
To improve the outdoor play surface area adjacent to the mud kitchen	Add artificial turf	As funds become available	Headteacher	All children in LW/WNS are able to access the full grounds
To create an area for pupils with sensory regulation needs	Re configure space below the PIE display	September 2022	Headteacher	There is a quiet/sensory space for children to withdraw to if they become overwhelmed

To increase access to the curriculum

Wheatley Nursery School is responsible for providing a broad and balanced curriculum, differentiated to meet the needs of individual children. The school provides additional provision to enable all children to access the curriculum.

Wheatley Nursery School considers the needs of a range of children with disabilities and prospective children, staff and visitors with disabilities. We encourage information relating to disabilities to be shared during our admissions process.

Staff will use a variety of approaches when planning and delivering the curriculum to draw on the differing strengths and aptitudes of the children. The outside learning environment is accessible to all.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school follows the advice of Local Authority services, such as specialist teachers, the Educational Psychology Service and appropriate health professionals from the local NHS Trusts, etc.

Target	Strategies	Time Scale	Responsibility	Success Criteria
To increase the use of sign language across the setting	WNS to broker training from JWS on Tuesday evenings	Autumn 2022	Senco	All staff use sign language to reinforce language development as necessary
To refresh staff training on ASC and supporting children with limited or no speech	WNS to broker training from JWS on a Tuesday evening	Autumn 2022	Senco	Ensure consistency of response in the use of alternative and augmentative means of communication
To ensure all children are able to access the EYFS at an appropriate level	Tracking monitored termly Adjustments made to provision where necessary	Continuous	All staff	Children able to fully access the curriculum.
To ensure differentiation is in place in all planning and provision across the school	Review current practice and plan for future requirements	Continuous	All staff	Progress is made by all children. Progress is carefully monitored.

To ensure all interventions are targeted appropriately and that appropriate support from external agencies is requested.	SENCO to review termly	Continuous	Senco	Progress is made by all children. Progress is carefully monitored.
To ensure that all curriculum planning take account of all additional needs.	Become aware of needs of next cohort of children through admission procedures. Set up meetings with parents/other professionals involved .	Continuous	Senco	Children and staff are appropriately placed in the nursery.

To make improvements in the provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The school will provide this within a reasonable period of time and in a format taking into account the views expressed by parents or carers about their preferred format.

Target	Strategies	Time Scale	Responsibility	Success Criteria
To provide information on our website encouraging parents and visitors to disclose information relating to their own disability or that of their child	Statement included on website	Autumn 2022	Headteacher	Parents and visitors inform office staff of information relating to their own disability or that of their child

This plan was put together with the help of governing body and staff team.