



Accessibility Plan

Date adopted by the Board of Governors:	November 2020
Date for review:	November 2023

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Statement of intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the governing body of Bushbury Nursery School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Target	What	Who	When	Outcome	Review
Short term	Availability of written materials in alternative formats to support communication for pupils with restricted language.	Purchase Mantra Ligua Books suitable for nursery age children. Ensure all staff have access to PECS symbols	Nur teacher/ SENCO	Autumn 2020	School is aware of barriers to learning for children who have English as a second language.	Spring 2021
Medium term	To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of each child on an individual basis, talk to parents and other professionals to establish what equipment is needed	SENCO	As required	Learning environment is accessible to all disabled pupils.	Ongoing
	To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCO/outside agencies to assess the needs of children and provide training/support as appropriate	SENCO/ SNEY	As required	All children's needs will be met, staff will have a greater knowledge of the children's needs and they children will access the curriculum and reach their full potential	Ongoing
	During the Covid-19 pandemic ensure all vulnerable/disabled children have access to the curriculum even when isolating at home	Produce a remote learning curriculum, ensure the website home learning tab is kept up to date and the schools Facebook page is informative. Regular contact with parents via telephone/Microsoft Teams.	HT/Nurs teacher	As required	All pupils will have access to the EYFS curriculum even when they are not in school, so their learning will not be interrupted due to the constraints of Covid-19	Ongoing
Long term	To be able to offer the 30 hour provision to disabled children.	After assessment if appropriate a 30 place will be available for disabled children. Secure inclusion funding.	HT/BM	Ongoing	All children who's parents qualify will have the opportunity to access the 30 hour provision.	Ongoing

Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	With the new access arrangements due to Covid-19 ensure that, buildings and grounds are safe and accessible for all children and adults – being aware of the access needs of disabled children, staff, parents and governors especially after the environments have been reorganised to create zoned areas for protective bubbles.	Audit of indoor and outdoor environments as they are re modelled to accommodate protective bubbles, ensure safety and accessibility for all children and adults. Creation of access plans for individual children as required.	All staff/ SENCO	Ongoing	No children or adults have restricted accesses to either the inside or outside environments and all children and adults are safe at all times	Prior to each new intake to meet needs as required
	All school trips and visits are fully accessible to children with disabilities.	Consult with parents when planning schools trip/visits. Always consider accessibility at time of booking. Individual risk ass. completed	Key worker/ SENCO	As required	All children are able to attend school outings- parent/carers are confident that their needs are catered for. Staff are fully aware of how to provide for pupils with disabilities	Ongoing
	To ensure all disabled children can be safely evacuated	Put in place a personal evacuation plan for disabled children.	HT/SEN CO	With the first week of starting nursery	All children with a disability will be evacuated safely and efficiently.	Termly

Medium term	Create a safe and quiet area in the nursery where the Special needs children can go to complete their SEN support plan/EHCP/S&L/physio etc... outcomes on a 1-1 or in a small group	Creation of a 'Nest' - Purchase furniture and screens to create an area that is ASD friendly includes a work station and is secure and safe.	HT/Nur teacher & SEND support		All children with additional needs will have an area to use to enable them to work on their bespoke SEND outcomes without the distractions of others within the nursery.	Spring 2021
Long term	Outdoor Learning environment made safe for children with limited mobility (playground side)	Area to be extended using part of the staff carpark to make the playground area larger. Removal of the tree from the middle of the play ground and the whole area re surfaced with a resin to create a smooth flat surface for ease of use for children in wheel chairs, 'K' walkers etc....	PB/HT/contractors	Autumn 2020	Outdoor environment fully accessible	Autumn 2020

Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Target	What	Who	When	Outcome criteria	Review
Short term	To ensure all parents/carers can access information	Audit of information delivery procedures, to identify parents who may need written information provided in different formats eg large print, coloured paper or support reading information.	Business Manager	As needed	School is aware of accessibility gaps to its information delivery procedures	Termly
	To ensure NO parent is unable to attend/access parent's conferences due to a disability.	Key worker to contact parents individually and ascertain what additional support might be needed to ensure they are able to attend/access. Offer TEAM/ZOOM/Telephone consultations as required	Key worker	As required	All parents will have equal access to the reporting systems within school even during the Covid-19 crisis.	End of each term
Medium term	Improve the provision of ICT for SEND pupils	All class room/areas will have access to a screen and sound bar to include the 'Nest' . The nest will have access to an iPad dedicated to that area only.	LA ICT Technician	Spring 2018	Children will have access to ICT to enhance their learning (evidenced through Teaching & Learning observations)	Spring 2022
Long term	School website will be accessible to EAL parents	Audit of website	Office manager	Autumn 2020	Website is fully accessible	Summer 2022