

Harewood Nursery School



Accessibility Plan

Harewood Nursery School Accessibility Plan

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995

(DDA) as amended by the Special Educational Needs and Disability (SEND) Act 2001 and the 2014 SEND Code of Practice. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'.

'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the child's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our planning addresses the following areas:

- Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for children, staff, parents and visitors
- School curriculum – including our provision for teaching and learning, the wider curriculum and school visits.
- Support services – access to services within and external to the school to support families where a disability is identified
- Awareness – building awareness of staff through training and development and heightening children's awareness of issues related to disability
- Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a child or parent identified as having a disability.

Physical Facilities	Process for identifying barriers
	<ul style="list-style-type: none"> • Parent / carer meetings on entry to school to discuss individuals children's needs, discussions when visiting school • Key worker / child relationships built and skilled staff begin to know and understand the needs of their key children as they access the provision • Meeting with outside agencies such as Health visitors, School Nurse and Early Years SEND team to identify barriers / needs • Feedback from users of the school • Review of individual my Small Steps Profiles / My Support Plans / Educational, Health and Care Plans, (EHCP) for children with SEND • Action planning following site inspections by relevant personnel (e.g. Caretaker, SEN governor, Premises support)
	Summary of current provision
	<ul style="list-style-type: none"> • Ramp up to main door • Increased the size of the main entrance • Added a set of double doors into the nursery classroom • Portable ramp for back door out to nursery garden • Bespoke step stool available to support access to children's toilets • Ongoing monitoring to ensure that the school remains accessible to all users • Bell added to reception area to alert staff to visitors
	Further developments
<ul style="list-style-type: none"> • Continue to monitor to ensure that the school remains accessible to all • Personal Emergency Evacuation Plans to be written (for new children / staff) if required • To review and be aware of access requirements for new and existing children/staff/visitors as and when required • Obtain feedback on accessibility from parents/carers via questionnaire 	
Monitoring	
<p>This plan is to be monitored by the governing body, the Headteacher, the Business Manager and other relevant staff</p>	

School Curriculum	Process for identifying barriers
	<ul style="list-style-type: none"> • Monitoring of learning, support and impact on progress • Data analysis at child progress meetings • Review of Small Steps profiles, My Support Plans/Educational, Health and Care Plans, (EHCP) for children with SEND • Feedback and input from parents at home visits, parent meetings, SEND meetings • Consultation meetings and external agencies when supporting children in school • Governor visits
	Summary of current provision
	<ul style="list-style-type: none"> • Specific staff training in relation to ASD, speech and language difficulties, attachment issues • Accessed school nursing team to support staff and specific children's individual needs • Small Steps Profiles embedded to meet individual children's needs academically, socially and emotionally • Children with SEND are given access to the curriculum supported by the school's SEND provision, taking into consideration the wishes of their parents and the needs of the individual child • SENDCo has previously worked as an SEND advisor for the LA, EYFS Leader and Pre-School leader continue to access training in relation to specific issues as they arise
	Further developments
<ul style="list-style-type: none"> • Ensure we continue to have trained staff in school to deliver specific programmes which meet individual children's needs • Provide on-going professional development for staff to support them in ensuring all children have equal access to the curriculum • All children have access to an appropriate curriculum and have a positive attitude towards school and good self esteem • Staff training to be matched to the priorities determined by current school population • Continue to monitor attendance by children with SEND to ensure full access • Continue to review funding of support staff for children with SEND 	
Monitoring	
<p>This plan to be monitored by the governing body, the Headteacher and other relevant staff.</p>	

Process for identifying barriers

- Review of individual Small Steps Profiles, My Support Plan/Educational, Health and Care Plan, (EHCP) for children with SEND
- Advice from external agencies
- Requests from parents / carers and regular updates and feedback
- Identified needs of children through observation, assessment and discussions within teams
- Keeping up to date with local, county and national providers for support, e.g. Local parent support groups / charities and / SEND Organisations and services
- Governor visits

Summary of current provision

- Clear school procedures are set out as to when to contact support services
- School has excellent working relations with LA support services
- Referrals to other agencies are made promptly and with required evidence
- Advice is sought as necessary and implemented in school
- SENDCo / Leaders / Key Workers attends regular local network meetings as required to keep up to date with local information and services on offer
- SENDCo regularly liaises with external agencies to support children and parents and to maintain awareness of services available
- SENDCo liaises with SENDCos in other schools to support children and parents through transition
- SENDCo supports other schools in developing provision for children at transition if required

Further developments

- Continue to work in partnership with support agencies e.g. CAHMS, Visual Impairment Services, EYSEND, CIAT, SALT, EPS/SENSS, school nursing, paediatric therapy services
- Regular review of SEND register to identify new children and their parents/carers
- Research and maintain a directory of local parent support groups for children with SEND
- Regularly review and update the Local Offer published on the LA website

Monitoring

This plan to be monitored by the governing body, the Headteacher and other relevant staff.

Awareness	Process for identifying barriers
	<ul style="list-style-type: none"> • Observations of learning, child comments, discussions with colleagues • Feedback from children's parents / carers, staff and visitors • Curriculum and provision review • Feedback from external agencies • Governor visits
	Summary of current provision
	<ul style="list-style-type: none"> • Headteacher has raised the profile of SEND and disability within school amongst staff • Headteacher has put in place procedures, interventions and ensured staff training is up to date
	Further developments
<ul style="list-style-type: none"> • Accessibility plan to be adapted in light of new issues as they arise • Continue to raise awareness of staff through training and development and heighten children's awareness of issues related to disability 	
	Monitoring plans
	This plan to be monitored by the governing body, the Headteacher and other relevant staff.

Communication	Process for identifying barriers
	<ul style="list-style-type: none"> • Feedback from children's, parents and other users including Parents Survey, questionnaires • Feedback from external agencies • Review of individual Small Steps Profiles, My Support Plans, Educational, Health and Care Plans, (EHCP)for children with SEND • Impact of communication streams in ensuring child and parent understanding and participation
	Summary of current provision
	<ul style="list-style-type: none"> • Up to date school website enables access to information • Proactive contact by Headteacher to ensure parents/carers of children with SEND are listened to and have opportunity to raise concerns or share successes • Weekly update on SEND children at staff meetings to ensure all staff have latest relevant information on specific children • Half Termly review of specific vulnerable children • Information shared with Governors termly
	Further developments
<ul style="list-style-type: none"> • Identify the relevant alternative forms of communicating key information and ensure these are available to parents/carers • Ensure child information is being routinely shown to all supply teachers and new staff in the school • Continue to keep all families well informed • Continue to find ways for parents and carers to express their views 	
Monitoring plans	
<p>This plan to be monitored by the governing body, the Headteacher and other relevant staff.</p>	