

# York Road Nursery School



## Accessibility Plan 2024 to 2027

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| Statutory/Good Practice    | Statutory  |
| Based on Model Policy from |  |
| Review Frequency           | Every 3 Years  |
| Approval by                | FGB/Individual Gov or Head   |
| Ratified by                | FGB  |
| Revision Due               | Autumn Term 2027 but may be reviewed and updated more frequently if necessary. |

## **Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. 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,
- (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 purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

Our Vision is to create a school community where our children are our focus, inclusive of all children who are encouraged to participate, succeed and achieve; and be proud of themselves. It is our goal to empower them with a mindful attitude to others and themselves, as well as giving them the tools and knowledge to promote British Values.

We see all our pupils as individuals and within our curriculum place equal importance on the children's personal development as well as their academic progress. We know that happy children learn and through our values we ensure that children have the qualities needed to be successful through every stage of their learning journey.

## **Our Inclusion Vision**

At York Road we strive to develop an inclusive culture where all children are valued and supported through an equitable approach. Collaboration with families is key to supporting needs at the earliest point. We understand that behaviour is communication and wellbeing is prioritised by all staff.

York Road Nursery and Preschool 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.

Our 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 plan is available on the school website, and paper copies are available upon request.

Our school is 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, including: pupils, parents, staff and governors of the school.

## **Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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](#), '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 pupil with disabilities faces in comparison with a pupil without disabilities. 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. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

## ACCESSIBILITY PLAN

| Aim   | Current Good Practice  | Objectives   | Actions to be taken   | Person Responsible | Date to complete actions by   |
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| <p>Increase access to the curriculum for children with SEND</p> | <ul style="list-style-type: none"> <li>• Our school offers an adapted curriculum for all children through an equitable and needs led approach.</li> <li>• We use resources tailored to the needs or interests of children who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with SEND</li> <li>• Curriculum progress is tracked for all children, including those with SEND</li> <li>• Targets are set effectively and are appropriate for children with SEND</li> <li>• The curriculum is reviewed to make sure it meets the needs of all children</li> <li>• Access to all trips ie forest school and extracurricular activities when offered</li> </ul> | <p><b><u>Long term:</u></b></p> <p>To ensure staff are provided with ongoing CPD on an individual and whole staff level</p> <p>To make the environment meet the needs of all children.</p> <p>To further develop children independence where a high level of adult support is in place.</p> <p>Ensure adaptations to curriculum access continues to take place in all areas of learning</p> <p><b><u>Short term:</u></b></p> <p>Ensure continued access to all trips and extracurricular activities for all children.</p> <p>To further develop children voice to be purposeful in the graduated approach.</p> | <p>Staff voice through appraisals and plan for individual CPD. Ongoing assessment of needs and carefully planned whole staff CPD</p> <p>Frequent learning walks with a SEND focus.</p> <p>Adaptations as needed with support from local NHS Therapy teams.</p> <p>Carefully planned trips in advance, site visits, booking appropriate transport well in advance, social stories with photos where appropriate.</p> <p>Further CPD for all. Model use of children voice and how to make it more meaningful.</p> | <p>SENCO, SLT</p>  | <p>Long Term:</p> <p>Regular reviews of CPD training</p> <p>Review of site organisation 2024-2026</p> <p>Short term:</p> <p>Regular monitoring through site walks and lessons drop ins.</p> |

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|  | <ul style="list-style-type: none"> <li>• Staff training on medical needs e.g. diabetes is given when required</li> <li>• Staff training on a range of additional needs</li> <li>• Parental involvement in target setting and reviews, as appropriate</li> <li>• Ongoing collaboration with external professionals to seek and implement advice</li> <li>• Whole school awareness, knowledge of equality vs equity and celebration of differences</li> <li>• Focus on relationships, teaching routines and consistency.</li> <li>• Carefully planned, enhanced transitions</li> <li>• Provide a sensory trail programme as part of the enrichment programme</li> </ul> | <p>To continue to provide support or a targeted group to further develop stamina, co-ordination and higher attention span, in preparation for the day ahead.</p> |  |  |  |
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| <p>Improve and maintain access to the physical environment</p> | <p>York Road was built in 1941 and some areas of our school still contains asbestos which makes physical adaptations more difficult at times. We do what we can within the restrictions to adapt as best as possible.</p> <p>The environment is adapted to the needs of children's as required. This includes:</p> <ul style="list-style-type: none"> <li>• Moveable ramps</li> <li>• Large ramp to outdoor stage area and to treehouse</li> <li>• step free access to playground</li> <li>• Disabled toilets and changing facilities</li> <li>• high open ceilings and LED ceiling lights</li> <li>• quiet hand dryers in children's toilets</li> <li>• handrails in toilets and in the corridor where there is a small step</li> <li>• Purpose build Sensory Room with sound, light and flooring suitable for a variety of needs</li> </ul> | <p><b><u>Long term:</u></b></p> <p>To ensure Safety for those with visual impairments</p> <p>Changing area to be developed further so that staff are more easily able to support and supervise children while they are in the toilets/being changed</p> <p><b><u>Short term</u></b></p> <p>Evacuations – Create Pupil Emergency Evacuation Plan (PEEP) as required for individual children</p> <p>Maintain clear pathways and routes around the setting</p> | <p>Audits to be carried out with site manager</p> <p>Headteacher/SLT to draft a plan/proposal and to allocate funds for the project</p> <p>SENDCO to work with external agencies where needed if any children join who would need a PEEP</p> <p>Site manager regular maintenance</p> | <p>Headteacher, SLT, Site Manager, SENDCO</p> | <p>Long term: 2024-2027</p> <p>Short term: Regular monitoring throughout the academic year.</p> |
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|  | <ul style="list-style-type: none"> <li>• Yellow paint highlighting a change in height or to bring awareness of the object in the outdoor area</li> <li>• Steps are provided in children's toilets to encourage independence with personal care.</li> </ul>   |   |  |  |   |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Use of widget symbols</li> <li>• Large print resources where required</li> <li>• Pictorial or symbolic representations</li> <li>• Personalised timetables</li> <li>• child friendly labels with pictures on all drawers and resources</li> <li>• Handover information available to all staff and between settings ie Yorkies/Rainbows and York Road Nursery</li> </ul> | <p><b>Short term:</b><br/>Consistency across all areas for use of consistent widget symbols</p> <p>To ensure continued ongoing assess, plan, do review process</p> <p>To provide an opportunity for parents/carers of SEND children to meet once a term and share new ideas, good practices, resources available etc.</p> <p><b>Long term:</b><br/>Ensure staff training and adaptations made for any</p> |  |  | <p><u>Long Term</u><br/>Regular monitoring</p> <p><u>Short term:</u><br/>In place by Summer term 2025</p> |

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|   | <ul style="list-style-type: none"> <li>• Key information and pupil passports during transition periods</li> <li>• SEND coffee mornings</li> <li>• signposting to Local offer including Angels, HAND card, TRACKS etc</li> </ul>                        | <p>SEND as they arise</p> <p>To further increase use of technology to support SEND</p> <p>To ensure continued ongoing assess, plan, do review process</p> |  |  |  |
| To ensure that sensory-seeking children have access to equipment to provide the necessary stimulus. | <ul style="list-style-type: none"> <li>• Work with parents to explore the need for or to access to chew necklaces for those who might benefit from having one, sensory toys, fidget toys, or time in the sensory room for small group work.</li> </ul> | Continue to monitor the needs of all children and have discussions with parents where needed.   |  |  | Regular monitoring throughout the academic year. |



## **Monitoring Arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body, SENDCO (Melissa Jeeves) and Headteacher (Antonia Robinson).

It will be ratified by the governing body and the Headteacher.

## **Links with other policies**

- Health and Safety Policy
- SEN Information Report
- Inclusion and SEND policy
- Supporting pupils with medical conditions policy
- Behaviour Policy
- Admissions Policy
- School development plan