



**PEARTREE WAY PRE-SCHOOL
NURSERY**

&

FOREST SCHOOL

(incorporating Peart😊ts Pre-School)

Accessibility Policy

Review: November 2018

Under the Equality Act 2010 all schools are required to have an Accessibility Plan. The Equality Act 2010 replaced all existing 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, belief or sexual orientation. According to the Equality Act a person has a disability if;

- a) He or she has a physical or mental impairment ,and
- 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 this plan is to set out the schools’ policy on accessibility and the proposals of the Governing Body of the school to increase access to education for disabled pupils. The document lists any actions taken to date and concludes by setting out an action plan of any further initiatives to address accessibility issues within a specified timeframe.

The General Duty (Equality Act 2010)

This duty requires schools, when carrying out their functions, to have due regard to the need to:

- Eliminate discrimination that is unlawful under the Equality Act 2010;
- Eliminate harassment of disabled pupils that is related to their disability;
- Promote equality of opportunity between disabled people and other people;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to take account of disabled people’s disabilities even where that involves treating disabled people more favourably than other people

The General Duty applies across schools’ duties, and applies to disabled pupils, staff and parents carers, along with other users of the school.

The Specific Duty

In addition to the General Duty, there is a Specific Duty for schools to demonstrate how they are meeting the General Duty. The main requirement is for schools to prepare and publish a disability equality scheme, involving disabled people in the development of this scheme, and to implement the scheme and report on it. In effect, the General Duty sets out what schools do, with the Specific Duty setting out how schools have to do it and what they need to record as evidence of what they have done.

Reasonable Adjustment Duty

The duty to make reasonable adjustments requires schools and other education providers to take positive steps to ensure that pupils with SEND can fully participate in the education that is provided by the setting, and that they can enjoy the other benefits, facilities and services provided or all pupils. When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled pupils in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress. Reasonable adjustments meet the statutory duty when they act to prevent students with SEND being placed at a substantial disadvantage.

Duties placed on schools

The Equality Act 2010 requires schools to develop and publish an Accessibility Plan that outlines how they will improve the access to education for disabled pupils over time.

The local authority will, wherever possible, support schools and other educational settings to establish good practice through provision of advice, information, training and specialist support to help ensure all pupils can access the curriculum. The support is set out in the local offer on <https://www.hertsdirect.org/localoffer>

Where highly specialised equipment is required support services will carry out specialist assessments.

The document should be read in conjunction with the school's Inclusion policy and SEN Information Report which specifically addresses provision for pupils with Special Educational Needs (SEND)

Equality Objectives

- To continually consider how well the school ensures equality of opportunities for all pupils.
- To identify individual needs and support all children to achieve their full potential.
- To provide opportunities to support and narrow gaps in learning for all vulnerable children.

Vision and Aims

Peartree Way Pre-School, Nursery & Forest School aims to promote an enabling environment and success and achievement for all. We promote the five outcomes and follow the ethos of "Every Child Matters" (published by DfES 2004). We believe that all children have an entitlement to access the school and the curriculum regardless of their ability. We continually strive to ensure all individuals aim high and reach their full potential.

Aims

- **To increase the extent to which disabled pupils can participate in the curriculum.**
- **To improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education.**
- **To improve the delivery of information to disabled pupils and their parents/carers through the Hertfordshire Local Offer**
- **To ensure that staff, governors and parents are aware of the ways in which we have and are currently making the school and curriculum more accessible for all pupils .To promote an enabling environment and ensure all pupils participate in the school curriculum and activities through quality first teaching (QFT).**
- **To identify ways to improve communication with parents, governors, pupils and staff in relation to accessibility.**

- **To set out the duties in respect of accessibilities that the school is bound by and which form the framework of this plan.**
- **To produce an action plan to further improve the school's accessibility.**

Documentation used to develop plan.

- School Improvement Plan
- School prospectus
- SEND policy
- Admissions, attendance & Health and Safety Policy.
- All curriculum policies
- Collective Worship Policy
- DCSF documentation.

How plan was developed

The plan builds on the schools accessibility plan and audit and considers recommendations and updates from that plan.

The plan has been designed to take account of the nature and layout of the school, alongside the school's population. In particular, consideration of those pupils currently attending or prospective pupils with who are disabled and/or have SEND.

Parents of children starting school are asked to provide any information about their child's health, social, or educational needs so that the school can plan for meeting the pupil's needs ineffectively prior to entering the school setting. The SENCO works collaboratively with feeder schools and preschool settings to ensure transition plans are in place and implemented by receiving staff to meet individual's needs on arrival to the setting. Consideration is also given to any significant other family members who may need access to the school.

Monitoring for the pupil will take place by on-going assessments and through half termly pupil progress meetings between the keyworkers/classroom assistants and Senior Leadership Team. Following these meetings provision can be adjusted to meet individual children's needs. The above strategies assist and inform this plan.

Accessibility

- School currently meets the requirements of the SEND code of Practice 2014
- School layout – (including doorways and pathways) is appropriate for wheelchair users.
- Fire signs meet current legislative standards
- All areas have adequate lighting
- Medicines in school policy

Appendix – Aim: To increase the extent to which pupils with disabilities can participate in the school curriculum.

Targets	Strategies	Timescales	Responsibili	Success Criteria
1: Liaise with Early Years providers and settings to review potential intake for September	Identification of pupils who may require additional support or adjustments	Spring/ summer term All transition meetings to be planned and held in Summer Term	Headteacher SENCO & Family Support Worker	Procedures/resources and relevant staff in place for September
To ensure full access to the curriculum for All	SLT monitor of QFT and audit of staff knowledge of SEND/Policy changes. On-going Staff training in SEND	Half Termly monitoring through PPM and lesson Observations	Headteacher + SENCO SLT	Use of Graduated response will impact on any provisions made and adaptations made in line with progress reviews. CPD for staff.
Updated staff training on administering emergency medication	Liaison with School Health and medical teams. Policy updates	Termly update /liaison with School Health and initial planning meeting in Autumn Term. Annually reviewed	Headteacher + SENCO All Staff	Pupils medical needs will be met and policy regularly reviewed + updated. Staff training will be current and relevant to meet pupil's needs /requirements.

Aim: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescales	Responsibility	Success Criteria
Ensure stimulating learning environments for all pupils	Setting is accessible for all pupils and working walls interactive displays to engage all learners. Classrooms have Inviting role play areas and use of safe spaces within classrooms.	On-going Termly monitoring	Keyworkers Classroom assistants Headteacher + SLT	Pupils will become independent learners who are able to access tools to support learning.

<p>Improved access to the curriculum for all learners</p>	<p>Teachers use a range of multi- sensory approaches and differentiated tasks. Use of assisted technologies to support access including ipads</p>	<p>On-going Termly monitoring</p>	<p>Headteacher SENCO SLT Keyworkers and Classroom assistants</p>	<p>Children’s needs are met, QFT and a variety of approaches support learning within classroom environment. Needs of pupils with PNI/ASD are well supported by variety of approaches and QFT.</p>
<p>Pupils with Hearing /Visual Impairments are acknowledged and identified as individuals and appropriately challenging targets are set for them.</p>	<p>Pupils are fully supported in line with school policy and national guidance. Regular progress reviews. School has undertaken an environmental audit and made appropriate adaptations to ensure optimal, safe and accessible learning environment.</p>	<p>On-going monitoring</p>	<p>Headteacher SENCO</p>	<p>Pupils with Hearing/Visual Impairments and families will be supported by relevant outreach services in resourcing and accessing services. Pupils with VI/HI will be accessing curriculum through QFT and differentiation.</p>

Aim: To improve the delivery of information to disabled pupils and parents.

<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To review pupil records and ensure school is aware of any disabilities. (Parents/carers or pupils.)</p> <p>Consideration to be given to formats information is shared with pupil/parents' and carer's</p>	<p>Monitoring of any new information collected for new pupils.</p> <p>Relevant adjustments made to any information/documentation to ensure parents /carer's are accessing information.</p> <p>Support through the Local Offer /Herts direct SEND for parents as a signpost.</p> <p>Children with medicines in school plans</p> <p>Individual care plans and health needs updated and shared with relevant staff. through use of individual plans etc. as requested by school health for use in schools.</p>	<p>On-going</p> <p>Updated – See school procedures as requested by School health 2016</p> <p>On-going</p>	<p>Admin Team</p> <p>Headteacher, SENCO, Office Staff + SLT</p> <p>All Staff responsibility to use</p>	<p>All records will be regularly monitored/ updated. Any new information will be added immediately as school is informed.</p>

Monitoring the Plan

The Headteacher / SENCO and SEND Governor will be responsible for monitoring the plan. The plan will be reviewed by the Governing Body annually, and revised accordingly.

Appendix

Law

Definition of Disability The disability Discrimination Act 1995 (DDA) defines a person as having a disability if he/she has physical or mental impairment which has an effect on his/her ability to carry out normal day to day activities . This effect must be:

- Substantial
- Adverse

Long-Term (It has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected)

The DDA provides that a person is also considered disabled under the act if the person has:

- Cancer
- Multiple Sclerosis
- HIV/Aids
- Diabetes
- A stammer
- Dyslexia
- Had Heart Surgery
- Kidney Dialysis
- Mental Health Service User
- A severe disfigurement
- Learning disabilities or difficulties

Protection is not only extended to disabled people themselves, but also to those who are perceived to be disabled.

The definition disability comes from the DDA and the definition SEND comes from the Education Act 1996. However there is a significant overlap between the two groups. Many children with SEN will also be defined as having a disability. However, not all defined as disabled will have SEN. For example, those with Asthma or diabetes. For the purpose of the plan it is not necessary to distinguish between them. The school also has an inclusion policy specifically addressing SEN and these policies should be read together.

Requirement for accessibility plan

The SEN and Disability act 2001 extended the disability and discrimination Act 1995 (DDA) to cover the provision of education.

Since 2002 3 Sets of duties have combined to provide the statutory framework that underpins equality of opportunity for disabled pupils in accessing school education.

- The disability discrimination duties in part 4 of the DDA (i.e. the need to take reasonable steps to avoid placing disabled pupils at substantial disadvantage)
- The planning duties, in part 4 of the DSA (requiring the school to develop accessibility strategies and plan respectively to improve access to the school education for disabled pupils.)
- The Special Educational Needs duties, in the Education Act 1996 (requiring the school to make appropriate provision for children and young people with SEN.)

Together the 3 sets of duties are designed to ensure access to education and inclusion of disabled pupils in every aspect of school life. They focus on the removal of barriers to the progress of disabled pupils.

Each set of duties (DDA, planning and SEND) contribute an important element to access and inclusion for disabled pupils in school providing:

- Auxiliary aids and services through the SEND frameworks and Code of Practice
- Physical improvements to increase access to education through planning duties.
- Duties to make reasonable adjustments through the DDA.

However, in practice schools and local authorities do not isolate the duties from each other. They work with all the duties together to support disabled pupils, and it is not necessary for purposes of this plan to consider which duty in particular is engaged in taking any action to improve accessibility in the school.