



**PEARTREE WAY NURSERY  
SCHOOL**

**Accessibility Plan**

**Reviewed: November 2021**

**Date of Next Review: November 2024**

### **Accessibility Plan**

Peartree Way Nursery School's provision is based on a culture of high expectations for all. The school is committed to the effective and sustainable use of resources to develop access to the provision for all children. We endeavour to ensure that our attitudes to accessibility reflect the views, wishes, aspirations and concerns of parents and children.

This accessibility plan covers how Peartree Way Nursery School will:

- increase the extent to which children with a disability can participate.
- improve the physical environment to enable the children with a disability to take better advantage of the education, benefits, facilities and services provided
- improve the availability of accessible information for children with a disability.

In developing this plan we have considered the school's current provision and facilities and how the intent and implementation of the plan will be evaluated.

### **Early Years Foundation Stage Requirements**

The Early Years Foundation Stage (EYFS 2021) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes equality of opportunity and anti-discriminatory practice, requiring providers to ensure that every child is included and supported.

The following specific requirements with regard to access for children with disabilities apply.

- Section 3.58 states that premises and equipment must be organised in a way that meets the needs of children.
- Section 3.59 states that providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).
- Section 3.68 states that providers must have arrangements in place to support children with Special Educational Needs or disabilities (SEND)

Maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the SEND Code of Practice.

### **Equality Act 2010 Requirements**

Under the Equality Act 2010, all organisations are required to promote equality for children with a disability in every aspect of their work, including access to buildings and services. According to the Act, providers must not discriminate against any child in the provision of education or access to any benefit, facility or service. Both direct and indirect discrimination are against the law. Direct discrimination against a child with a disability would be treating them less favourably because of their disability, such as refusing admission to a child because of their disability. Indirect discrimination would be applying a provision, criterion or practice that puts, or would put, a child with a disability at a disadvantage compared with someone who does not have a disability. Disability is defined in the Act as a physical or mental impairment that has a substantial and long-term adverse effect on the ability of an individual to carry out normal, day-to-day activities. The definition is broad and covers children with a wide range of impairments, including:

- physical disabilities
- learning disabilities, such as dyslexia

- developmental disabilities, such as autism
- speech and language impairments.

Under the Equality Act, organisations have a duty to make “reasonable adjustments” so that children with a disability are not placed at a disadvantage. As a maintained nursery school, we also have a duty under the Act to:

- have in place an Accessibility Plan showing how we are planning strategically to increase disabled access over time
- provide auxiliary aids (and services) for children with a disability to overcome any disadvantage.

The Act’s provisions for most protected characteristics require equal treatment. The “positive action” disability provisions are slightly different. They state that organisations may treat children with a disability more favourably than those who do not have a disability. There is, therefore, scope to be proportionately proactive in actions to provide enhanced access for children with a disability wherever access is perceived to be disadvantaged or attainment low.

### **Improving Attitudes to Disability**

Peartree Way Nursery School accepts that the challenging of discrimination and the successful integration of a child with a disability has as much to do with the removal of attitudinal barriers as with the removal of physical barriers. Positive attitudes towards disability will be encouraged at all times. Children with a disability should be encouraged to have a positive attitude towards themselves and their abilities and to participate fully in all activities. Staff have a huge role to play in acting as role models in demonstrating positive attitudes towards children with a disability and training - including equality and diversity training and instruction in appropriate communication skills – will be provided as appropriate. The School aims to encourage and help children with a disability to be as independent as possible. The overall approach will be included in a personalised plan of care for each child, taking into account their wishes and those of their parents, carers and others involved in their care.

### **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 three sets of duties have combined to provide the statutory framework that underpins equality of opportunity for disabled pupils in accessing school education.

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

<b>Targets</b>	<b>Strategies</b>	<b>Timescales</b>	<b>Responsibility</b>	<b>Success Criteria</b>
1: Liaise with Early Years providers and settings to review potential intakes.	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 & Support Co-ordinator	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 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 according to the needs of the children	Liaison with School Health and medical teams. Policy updates	Termly update /liaison with School Health and initial planning meeting prior to starting at PWN 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.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescales</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Ensure stimulating learning and easily accessible resources and environments for all pupils	Setting is accessible for all pupils and working walls interactive displays to engage all learners. Areas have Inviting role play areas and use of safe spaces within areas	On-going  Frequent monitoring in response to Planning in the Moment	All staff  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.</p>	<p>On-going Termly monitoring</p>	<p>Headteacher SENCO SLT All staff</p>	<p>Children’s needs are met through Planning in the Moment.  Needs of all pupils are well supported by variety of approaches and strategies</p>
<p>Pupils with Hearing /Visual Impairments and/or speech delay 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/S&amp;L needs and families will be supported by relevant outreach services in resourcing and accessing services.  Pupils with VI/HI/S&amp;L needs will be accessing curriculum through Planning in the Moment in response to their interests.</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 carers</p>	<p>Monitoring of any new information collected for new pupils.</p> <p>Relevant adjustments made to any information/documentation to ensure parents /carers are accessing information.</p> <p>Support through the Local Offer /HfL SEND/SENDIAS 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>On-going</p> <p>On-going</p>	<p>Headteacher, SENCO, Office Staff + SLT</p> <p>All Staff</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.