



Elinor Warner (Head Teacher)
11 School Road, Warstock, B14 4BH
0121 474 2356
www.hightersheathnursery.org.uk



Article 23: You have the right to special education and care if you have a disability... so you can live a full life.

Accessibility Plan

Purpose of Plan

This plan shows how Highters Heath Nursery School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability in the Equality Act 2010

A person has a disability if he/she has a physical or mental impairment, and the impairment has a substantial and long term* adverse effect on his/her ability to carry out normal day to day activities

Physical or mental impairment can include sensory impairment and learning difficulties (such as autism). The definition also covers medical conditions when they have long term and substantial effect on children's everyday lives (such as epilepsy, sickle cell).

*12 months or more

The Disability Discrimination Act 1995 (DDA) outlaws discrimination by schools or LA's against either current or prospective disabled pupils in their access to education. Therefore it is required that the school's accessibility plan is a working document that is implemented, reviewed and revised as necessary.

Aims

This policy outlines the objectives in making provision for children with a disability at Highters Heath Nursery School and includes guidance that will ensure these objectives are met.

The accessibility plan sets out proposals of the governing body of the school to increase access to education for disabled pupils in the three main areas as required by the planning duties in the DDA, 1995. These are

1. Increased access to the Curriculum
2. Improving Access to the physical Environment
3. Improving access to information for pupils, parents and staff



Highters Heath
Nursery School

Other related policies

Teaching and learning

Inclusion and Special Educational Needs and Disability policy

SEN Information Report

Admissions

Health and safety

School improvement plan

Monitoring

We recognise that monitoring is essential to ensure that children with disabilities are not being disadvantaged and that monitoring leads to action planning. The accessibility will highlight how monitoring will be used to ensure targets are achieved. Monitoring will also take place under the provision made for SEND.

Highters Heath Accessibility Plan September 2019 – September 2022

(Reviewed annually)

Accessibility Plan Code							
<p>C. Increased access to the <i>Curriculum</i></p> <p>E Improving Access to the <i>physical Environment</i></p> <p>I Improving access to <i>information</i> for pupils, parents and staff</p>							
OUTCOMES Expressed as an outcome for children and/or adults in terms of progress and participation	Accessibility Plan code	ACTIONS			OUTCOMES	TIMEFRAME	EVIDENCE (to be collected to measure progress)
		HOW	WHO (lead person)	RESOURCES			
To ensure full access to the curriculum for all children.	C I	<p>*Where appropriate, a differentiated curriculum identified and provided.</p> <p>*SEND support Staff allocated according to need.</p> <p>*Use of interactive ICT equipment,</p>	<p>Head Teacher</p> <p>SENCo</p> <p>Staff</p>	Time	Appropriate curriculum for all children.	Immediately & On going	<p>*All children supported and fully accessing the curriculum</p> <p>*Personalised SEN & Early Support Plan where differentiated tasks are identified</p>



		communication tools and other resources used to support children with specific needs.					<ul style="list-style-type: none"> *Identifying Progress made towards targets in the personalise SEN & Early Support Plans *Class Planning – reflecting the needs of SEND children *Interventions *SEN meetings *Observations on children *Pupil Progress meetings *EYFS assessments
To develop staff knowledge in keys areas of SEND relating to the current cohort of children	C E	<ul style="list-style-type: none"> *Training arranged to meet the particular cohort of children (both internal & external training) *Audit of staff needs around AET 	<p>SENCo</p> <p>Head Teacher</p>	Time Budget for training	Confident staff who are able to meet child's specific needs.	Immediately & on going	<ul style="list-style-type: none"> *Record of courses attended *Staff needs will be identified and responded to through necessary training.



	I	*Advice from Communication & Autism Team and other external Agencies (e.g EP/ VI/ HI/ PDSS teams)	External Agencies				<p>*Staff feel confident to ask for support when needed</p> <p>*Reasonable adjustments evident in the classroom through use of visual timetable, personalised plans, PECS.</p> <p>*AET Audit completed and training identified</p>
All Staff and parents with SEND children to receive information on the new SEND COP and the Children and Families Act, 2014 and understand the process of an Education, health and care plan (EHCP).	C I	<p>*Parents & Staff - Through regular and ongoing SEND meetings – where the EHCP process is discussed and demonstrated in practice.</p> <p>*Staff working in line with the SEND COP.</p> <p>*SEND meeting</p>	Parents Staff	Time	<p>*Staff and parents awareness, knowledge and confidence raised.</p> <p>*Increased parental confidence to become partners in the EHCP process</p>		<p>*Record of participation in SEND meetings</p> <p>*Pupil Progress meeting notes</p> <p>*All staff understand their legal responsibilities under the Children and Families Act 2014</p> <p>*Clear collaborative approach with all agencies working together with parents /</p>



		*Staff/ parents – working closely with other external agencies			*Liaison partnership with external agencies		school – increase knowledge in SEND COP.
To ensure all children and parents are fully aware of all news/ events	C I	<p>*Regular newsletters</p> <p>*website – ensuring all documents on the site can be accessed by visually impaired parents.</p> <p>*school office to support & help parents access information & complete school forms</p> <p>*Parents contacted via text and email</p> <p>*Staff available to translate, if needed.</p>	<p>SMT</p> <p>All staff</p> <p>Office Staff</p>	<p>Time</p> <p>Website – updated and reviewed annually</p>	*All parents regardless of their specific needs will receive information in a form that they can access.	On going	*School aware of specific needs and have reasonable measure in place to enhance communication with parents/carers/children



To audit classroom environment and make necessary adaptations to promote the participation and independence of all pupils – with particular focus to children with SEND and behaviour difficulties	E	<ul style="list-style-type: none"> *To create a quiet space for children to sit and reflect and calm down when necessary *To provide a suitable, safe, calm and de-escalating space for children e.g for children with Autism/ behaviour difficulties, if required for the current cohort of children 	<p>Head Teacher</p> <p>Staff</p>	Identify space	<ul style="list-style-type: none"> *Calm children *Independent children *A space for children to reflect and be safe 	Immediately & on going	<ul style="list-style-type: none"> *A changed environment to meet children’s needs *A calming space identified and used



<p>Improve physical environment and make necessary adaptations for pupils, staff and visitors and in particular according to the current cohort of children.</p>	<p>E</p>	<p>*Planning and future improvements such as lighting, improved access, ramps, disabled toilets etc. to take into account pupils, staff and visitors physical and sensory needs.</p> <p>*Liaise with VI/HI/ PDSS teams when necessary for advice on adaptations as required.</p>	<p>Head Teacher</p> <p>SENCo</p> <p>Staff</p> <p>Site Manager</p> <p>Governors</p>		<p>*Full access to the school for parents/ children/ visitors</p> <p>*Knowledge passed on from external agencies</p>	<p>Immediate & on going</p>	<p>*Priorities will be established, budget set and work undertaken as identified</p> <p>*Improvements seen in the physical environment</p> <p>*Adaptations clearly seen.</p>
--	-----------------	--	--	--	--	---------------------------------	--