



## Accessibility Plan 2023- 2026

### Accessibility Plan/Disability Equality Scheme

#### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 (revised in 2005) to cover education. The Governing body has three key duties towards disabled pupils under Part 4 of the Disability Discrimination Act 1995:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils. (See Appendix 1 for the legal framework)

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

At Gamesley Early Excellence Nursery School our aims are:

- To have high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life (not all children who are defined as disabled have SEN but have rights under Disability Discrimination Act-for example those with severe asthma, arthritis or diabetes)
- To maintain an inclusive ethos
- To ensure a high quality child-centred and balanced curriculum addressing the needs of all children
- To have systems which enable the early identification of barriers to learning and participation and to focus on removing these barriers
- To embrace equal opportunities for all members of the school community, including high expectations for all pupils and groups of pupils

#### AIMS OF THIS PLAN

At Gamesley Early Excellence Nursery School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for people with a disability to:

- improve access to the physical environment,
- increase the extent to which all pupils can participate in the different areas of the Early Years Foundation Stage curriculum
- improve the availability of accessible information to disabled pupils and or parents.

Compliance with the disability duty under the Equality Act is consistent with the school's aims, development plans, Equality Policy, and the operation of the school's SEND policy. This Accessibility Plan will, therefore, be the process of addressing the needs of disabled people through specific targets. Attached is an action plan showing how the school will address the priorities identified.

#### OBJECTIVES OF THIS PLAN

The key objectives of our Accessibility Plan are as follows:

- We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the EYFS which underpin the development of a more inclusive curriculum

#### CURRENT PUPIL DATA & SCHOOL AUDIT

Details about the children with SEND currently attending our school can be found in the SEND register held by the Headteacher. The school will endeavour to make reasonable adjustments to accommodate the needs of these children on an 'as needed' basis. In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- in order to ensure that our data is up to date and accurate we will liaise with the Local Authority and the Health Visiting Service so as to identify and therefore plan a response to students with a disability well before they arrive.

#### FINANCIAL PLANNING AND CONTROL

The Head teacher, together with the governors will review the financial implications of the School's Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan. Gamesley Early Excellence Nursery School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

## MONITORING THE PLAN

Governors will check that there has been:

- success in meeting identified targets;
- changes in physical accessibility of school buildings;
- the opportunity for stakeholders e.g. parents, pupils and staff, to comment on the school's ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for any pupils with additional needs;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;
- levels of progress for pupils with disabilities at least equal to those of their peers;
- Ofsted inspections that identify high levels of educational inclusion

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing targeted training for staff on the needs of particular pupils;
- promoting collaboration through the provision of information and the sharing of good practice;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that the school is aware of all support services that provide advice to schools and staff.

### Improving the Physical Access

Target	Success indicators	Cost	Timeframe	Evaluation

### Improving Curriculum Access Targets

Target	Success indicators	Cost	Timeframe	Evaluation
To continue to develop the use of Makaton and visual aids to support communication within the Nursery school.	All staff are confidently using Makaton and visual aids effectively. Parents and children are familiar with	Time to train staff and create visuals.	By Jan 24	Makaton Friendly Status applied for Dec 22.

	some Makaton signs.			
To develop sensory stories for use with children with Sensory needs.	Children are engaged in story sessions through the use of sensory bags.	£200 to purchase bags and resources.	Develop 2 story bags per term to create a set.	
To develop staff's knowledge of children's sensory needs and how best to meet these.	Children have their sensory needs met so they are better able to access their learning.	Time to train all staff on sensory needs. £500 to purchase resources to support sensory needs. £1000 to have the sensory room updated.	Sensory plans in place for children by July 2023 Train all staff by July 2024	

#### Improving Access to Information

Target	Success indicators	Cost	Timeframe	Evaluation
Ensure all resources and equipment storage is labelled appropriately for children.	All equipment is stored with a photograph and text label, appropriate to children.	Time and printing/laminating costs	By January 2021	
Develop Parent friendly leaflet versions of policies.	Parents are more familiar with Nursery policies.	Time	By Sep 2022	
Develop parent section of the website and app to make it more user friendly for parents.	Parents are using the app and website more effectively.	Time	By Jan 2024	