



**To be reviewed annually**

## **ACCESSIBILITY PLAN**

### **INTRODUCTION**

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. This has strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

The Disability Discrimination Act (DDA) requires all schools, over time, to increase access to schools for disabled students. There are three main duties:

- Not to treat disabled students less favourably
- To make reasonable adjustments to avoid putting disabled students at a substantial disadvantage
- For schools to have access plans for increasing, over time, the accessibility of schools for disabled students.

Hence local authority and schools governors have a duty to publish Accessibility Strategies and Plans.

### **CENTRAL COMMUNITY NURSERY SCHOOL ACCESSIBILITY PLAN**

As a school we are committed to our vision which states that Central Community Nursery School:

- Inspires and supports young people
- Cares for and Values young people
- Provides opportunities for all of its pupils
- Puts the emotional health and well-being of young people first
- Expects young people to work to their full potential
- Never gives up on a young person

This vision is extended to all students including those who are defined as having a disability.

We need to consider the needs of current and possible future disabled students. The duty not to discriminate covers all aspects of school life including extra-curricular activities, trips and visits. The duty to make reasonable adjustments refers to all policies, procedures and practices.

Students who are defined as disabled will have a wide range of needs and requirements including mobility needs, sensory needs, learning needs, mental health conditions, epilepsy, AIDS, asthma and degenerative conditions etc.

The accessibility plan for Central Community Nursery School is split into three sections:

- Physical access
- Curriculum access
- Access to information

This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

This plan is a part of the School Improvement Plan, and is reviewed and updated annually as part of the school improvement planning cycle.

### **Physical Access**

This aspect focuses on access to the physical environment of the school and physical aids to access education. The physical environment includes things like steps, kerbs, exterior surfaces, parking areas, entrances and exits, toilets etc. Aids to physical access include handrails, lifts, induction loops etc.

Although it is expected that physical aids to access education will be provided within a reasonable timeframe it may not be feasible to undertake all of the works required for full access to sites and buildings during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

### **Review of current access:**

If a student is referred to us with specific disabilities their programme will be planned to ensure that they have full access and receive the same provision as all other students.

### **Curriculum Access**

This covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially through appropriate deployment of staff and timetabling and curriculum options. It also covers the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits; staff information and training and

the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.

We are 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.

**Review of current access:**

Some Students who are admitted to Central Community Nursery School have been identified as having social, emotional or mental health needs or have been referred following difficulties experienced in mainstream settings. Some students have special educational needs and some may have disabilities.

Positive attitudes are developed through the strong relationships between staff and students and enhanced by the use of a well applied behaviour policy, anti-bullying policies, restorative practices, and through our PSHE and themed curriculum areas. Some students have an individual timetable designed to meet their specific needs which is regularly reviewed. Support is identified as appropriate to ensure students interact with learning and this is regularly reviewed through the students Individual Plan. This might provide support in areas such as cognition and learning, communication and interaction, emotional behavioural and social, sensory or physical.

The SENCo and other identified staff have a responsibility for provision mapping for all statemented pupils.

**Access to Information**

This places a duty on the school to improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. All information should be made available in various preferred formats within a reasonable timeframe.

**Review of current access:**

Parent contact is made in several ways, through letters and newsletters home, informal meetings, phone call, formal parent reviews, and celebration events and through our school website.

Every attempt is made to use simple language and documents are checked by the SLT. The school responds positively to requests for adaption to text size, and where possible needs of parents are recorded on our management information system to ensure that the information they requires is always provided in the most appropriate format. Some staff have knowledge of technology to assist people with disabilities.

**IMPLEMENTATION AND MONITORING**

This Accessibility Plan has been drawn up using information supplied by the Local Authority, in conjunction with the schools key stakeholders and will advise other school planning documents.

The Accessibility Plan is structured to complement and support the school's Equalities Policy and will be published on the school website.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This review will take place each spring term through the Governors Resources meeting.

We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

<b>Accessibility Action Plan Feb 2016 – Feb 2019</b>		
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>
<p><b>Physical Access</b> To annually inspect all areas of the site and buildings to ensure that there are no physical barriers to access.</p> <p>To increase accessibility for students with autism.</p> <p>Reduce number of pupils using taxi transport to school – limit to those where EHCP requirement</p>	<p>To rectify any problems identified by the annual inspection and to report annually to governors and to the LA.</p> <p>To work towards developing Kingsmead as an autism friendly environment, including staff training and development.</p> <p>Further develop Independent Travel training across the school</p>	<p>Full physical access to all school facilities.</p> <p>Emerging as DCC develop their SEND strategy city wide.</p> <p>Where appropriate students can travel to and from school independently on public transport, on foot or cycle.</p>
<p><b>Curriculum Access</b> To remind all staff of DDA and its implications</p> <p>To continue to focus on differentiated teaching</p> <p>To continue to focus on teaching and learning</p> <p>Needs of individuals tracked and mapped to ensure specific needs are</p>	<p>Include review as part of School Improvement Plan. Publication of Access Plan.</p> <p>Via School Improvement Plan</p> <p>Via School Improvement Plan</p> <p>AH in SEN role and other identified staff, through provision mapping</p>	<p>Increases staff awareness</p> <p>Individual needs appropriately met and pupils make good or better progress</p> <p>Individual needs appropriately met and pupils make good or better progress</p> <p>Individual needs appropriately met and pupils make good or better progress</p>

met appropriately		
<p><b>Access to Information</b></p> <p>Continue to improve the appearance and text accessibility of main publications.</p> <p>To audit current needs of students, and expected needs through liaison with primary and secondary partners</p> <p>To annually review information systems to ensure access for all</p>	<p>Check key publications and review formats/wording.</p> <p>Create alternative means of communication as appropriate. Transition procedures include information about information access</p> <p>Revision of formats as appropriate</p>	<p>Improved communications to all parents.</p> <p>School Management System contains information on access needs of students and their families</p> <p>Information available for students and their families in a variety of formats</p>

## PERFORMANCE INDICATORS

- Meet all EHCP specifications in terms of physical environment
- Any recorded incidents or complaints relating to physical access is acted upon in 4 weeks
- Any positive feedback relating to inclusivity is reported