


Approved by GB	Date: March 2023
Signed by Chair	Signature: 
Due for Review	Date: March 2026 – Statutory – every 3 years

## Chapel Street Nursery School Accessibility Plan

*Addendum to be added in respect of temporary provision on Surrey Street School site January 2023 – July 2023.*

### Introduction

Part 5A of the Disability Discrimination Act (DDA) require the governing body to:

- promote equality of opportunity for disabled people: children, staff, parents, carers and other people who use the building or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This plan sets out the proposals of the Governing body of the school to increase access to education and care for children in the three areas required by the planning duties in the DDA (part 4):

- Increasing the extent to which children with disabilities can participate in the school curriculum
- Improving the environment of the school to increase the extent to which children with disabilities can access education and care
- Improving the delivery to pupils with disabilities of information that is provided in writing for children without disabilities

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary.

In our role as a Nursery school, we have lots of people coming to use the site, not just children. We aim to make our school accessible to all, including children, parents, staff, families, visitors and other stakeholders. This policy reflects this, and comments may be made about specific groups, or the generic term “people” may be used to cover all of them.

The term “educare” will be used to cover the education and care that we provide for the children.

### Vision and Values

We strive to make Chapel Street Nursery School as inclusive as we can, with regard to staff, children, parents and visitors. This is not just in the physical sense, eg the building, but in our knowledge, skills, attitudes, policies and procedures. We feel that, in as many ways as possible, we should make differences to avoid others feeling different.

This school promotes inclusion and will take all reasonable steps to ensure that children with a disability are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interests of the pupil and to maximise educational opportunity. We want to remove all barriers that people with disabilities may come across in our school, and provide access to all relevant activities for all site users.

Children with disabilities should have the right to be part of any play/education they choose-and through focusing on what works in including children with disabilities we will uncover what works in including any child.

We want to ensure that the outcomes and achievements for all children are not lessened due to any disabilities they may have. We will seek outside support to ensure that we are fully aware of a child's needs-whether that is from health visitors, therapists, paediatricians, LEA support staff, the Disability resource team and so on. We will be pro-active in seeking to increase our knowledge constantly, in order to meet any need that may arise. If appropriate, children with disabilities are assessed using the Luton holistic developmental tracker.

We want everyone to have Equal opportunities and equal access in our school, and we are aware that we may have to work harder for some people in order for that to happen.

Written information about each child will include details about how best to meet their needs, procedures for any care or medical requirements, and a risk assessment/ personal care plan where appropriate.

### **Information from pupil data and school audit**

Chapel Street is funded for 24 children aged 2-5 years with severe and complex needs. We receive funding from the Local Authority to provide extra staffing to support the children. This allows us to be fully inclusive of all children. All staff provide educare for all the children and receive relevant training to enable them to provide effective support.

We agree with Early Intervention and take children with disabilities from 2 years upwards. These children may be referred to us the Early years support team or health visitors following a 2 year check. This enables us to put plans in place to support the child when they start with us.

We keep individual information on the progress children make during their time at our school. Most of the children with disabilities will be tracked using the Luton Early years SEND profile. The progress is scored each term to show progression and value added data, which is scrutinised to highlight any issues. These then feed into the next year's school plan. At the daily staff planning meeting, discussions take place on the activities that individual children access, so that if it was felt that a particular child wasn't taking full advantage of what was on offer for whatever reason, changes would be made for the next day. All this information would inform the accessibility plan.

We may be aware of a child's need before they start nursery because the child has already come to our stay and play sessions or attended our Under 3's provision or parents have discussed their child's needs. This enables us to put in place some plans, resources or staff ready for when the child starts.

We are constrained also by the issues of keeping the children safe within the building and grounds. This means that we have to have door handles out of the children's reach-which also means that people in wheelchairs would not be able to reach them.

### **Main priorities of the school plan**

#### **Increasing the extent to which children with disabilities can participate in the school curriculum**

- We will continue to make attempts to identify and deploy sources of funding where necessary to support the inclusion of children, to purchase resources or equipment for them.

- We will develop necessary skills to communicate effectively with each child, and encourage all children to develop ways of communicating with each other
- We will use positive language and be confident in explaining why that terminology is preferred. The terms 'children with disabilities' and 'children without disabilities' will be used rather than 'special needs' and 'normal' or 'able-bodied'.
- Our policies and documents will reflect our inclusive ethos.
- Pictures, equipment and resources will reflect people with disabilities' lives as part of a wide representation of children's differing backgrounds and experiences.

### **Improving the physical environment of the school to increase the extent to which children with disabilities can take advantage of education and associated services**

We have worked hard to make the physical environment accessible to all, but we are aware that there is always more work to be done. Within budgetary constraints we will make reasonable adjustments on an annual basis.

### **Evacuation Plan**

It is our aim to improve and maintain access to the physical environment and ensure all disabled pupils can be safely evacuated should the situation occur. For all children with difficulties, Chapel Street Nursery ensures a Personal Emergency Evacuation Plan (PEEP) is in place and that all staff are aware of their responsibilities. Staff with physical disabilities are not left alone in rooms which they would not be able to get out of alone. For instance, most of our doors have 2 handles (one high up and one lower down) and would be a risk

### **Improving the delivery to pupils with disabilities of information that is provided in writing for pupils who are not disabled**

We will provide information in alternative formats within a reasonable period of time if requested by pupils or their parents.

As the children are under 5 years old, written information is not high on their agenda. We already use the Picture Exchange Communication system (PECS) for children with communication difficulties, and Makaton signing. We would be happy to train our staff in other communication methods such as if the need arose.

Our family worker has completed a course on how to make newsletters and posters accessible for people who have English as a second language or poor reading skills and is adept at adding pictures and diagrams to make them more easily understandable.

Staff are expected to show letters to the Head teacher or Deputy before sending them home. This is to ensure that spellings are correct and the meaning is easily understandable. Staff will help parents/carers to fill in forms if asked.

Staff members who speak different languages can translate where possible and support with form filling and reading letters.

### **Making it happen**

When we appoint new staff, it is always made clear on the information letter, job description and personnel specification that we want all staff to fit in with our inclusive nature. We are also inclusive in appointing staff. We provide training to help all staff develop their skills and competencies in working with children with disabilities and adults.

We report termly to governors on the achievements of children with disabilities for monitoring purposes.

Staff are expected to be pro-active in pointing out issues or improvements to the physical environment, resources and equipment.

### **Management, co ordination and implementation**

The Senior Management team all work to oversee the co-ordination, management and implementation of this policy.

The SENDCO and Head teacher play a major role in moving things forward.

The governor responsible for SEND meets annually with the SENCO to discuss provision and the priorities of the policy.

**“Inclusive provision is open and accessible to all, and takes positive action in removing disabling barriers so that disabled and non-disabled children can participate” Alison John**

**“Inclusion is access plus respectful relationships” Pippa Murray**