



Incorporating The Hive Nursery

Accessibility Plan 2021-2024

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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

Key Aims

To increase and eventually ensure for pupils with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with Princecroft School's aims and equalities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

The School's Accessibility Plan needs to be read and understood in conjunction with the following policies and documents:

- Special Educational Needs and Disability (SEND) Policy
- Health & Safety Policy
- Equality Act 2010
- Medical Needs Policy

Our aims are:

- To provide full access to the curriculum for all pupils
- To provide full access to the physical environment
- To provide full information in response to specific identified needs

ACTION PLAN

- **Aim 1** - To provide full access to the curriculum for all pupils

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
To establish specific needs of children prior to the date when they start school (either new intake in September each year or starting at a later date).	Through enrolment and admissions forms, which are sent out to all new parents/carers to request information on their child/children, establish levels of disability and specific needs. Home visits by class teacher to all Reception children starting at the school.	Summer term for new intake in Foundation Stage each September. Prior to a child joining school be it mid-year or in September each year in any other year group.	Senior Admin SENCo EYFS Leader	Register of SEND and disability will be kept up to date and school will be aware of specific needs prior to a child's attendance at school
To liaise with The Hive and other nursery providers and identify children who made need alternative or additional provision	Ensure this is ready for all starters in Reception in September	By July of each year	SENCo EYFS lead	All SEN information in school and communicated with staff
To establish specific needs of parents/carers with regard to receiving information prior to the date when their	Through correspondence sent out to new parents/carers asking them to advise us of any specific needs they might have	Summer term for new intake in Foundation Stage each September. Prior to a child joining school be it mid-year or in	Admin Officer EYFS Leader	School will be aware of any specific needs of parents/carers and have procedures in place to ensure information is accessible.

child/children join our school		September each year in any other year group.		
To provide training for relevant staff to help increase access to the curriculum for all pupils	Epipen training Intimate care policy and trained staff Training from SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team Access to courses, CPD Makaton ELSA training	On-going	HT SENCo	Increased access to the curriculum Needs of all learners met Maintained records of staff trained
Maintain up to date Disability Register	From information provided through questionnaires and through liaison with other experts and external agencies, establish and maintain disability register of children and of parents/carers where declared.	Revise and update at the beginning of each year and on an on-going basis as the need occurs	SENCo Parent Support Advisor Senior Admin	Register will be established and kept up to date.
When reviewing school policies, ensure that they reflect our inclusive practice and procedure.	Review policies and procedures in order to comply with our legal responsibilities under the Equalities Act 2010.	Ongoing	HT SLT Governors	All policies & procedures reflect inclusive practice where applicable.
Continual close liaison with parents/carers	Ensure collaboration and sharing between schools and families through discussions around EHCP, reviews and parents' evenings as well as day to day contact.	Ongoing	SENCo All Teachers Parent Support Advisor	All parties are appropriately informed and work together.
Continual close liaison with outside agencies for those children with ongoing health needs.	Ensure collaboration between all key personnel and the use of Individual Health Care Plans.	Ongoing	SLT SENCo Parent Support Advisor School nurse	Clear collaborative approach with all agencies working together.

To ensure full access to the curriculum for all children	Where necessary, a differentiated curriculum with alternatives offered. Support staff strategically allocated according to need. Use of ICT equipment, multimedia and other resources to support children with specific needs if necessary. Working with external agencies/parents/carers to source specific equipment as required.	Ongoing	SMT SENCo All Teachers All Support Staff	Advice taken and strategies evident in classroom practice. All children supported and accessing the curriculum.
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TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
To review attainment of disabled pupils	Through class pupil progress meetings, Teacher/Parents' meetings, SENCo reviews, RAISE Online and school's own assessment timetable and tracking system.	Ongoing	SENCo SMT Class teachers	Progress made towards targets and Provision Maps shows clear steps and progress made.
Promote the involvement of disabled children in extra-curricular activities (including after school clubs)	Monitor involvement of children on Disability Register to assess their involvement in after-school clubs. Discuss with children their involvement and in the case of their lack of involvement, establish those factors that are a hindrance and address where possible.	Twice yearly (end of T2 and T4)	SENCo	SENCo will have clear understanding of level of participation and any barriers to participation of disabled children in after school clubs and, where possible, make reasonable adjustments to increase participation.
Audit of staff training needs	Through planning meetings and performance management, discuss any specific training needs staff might have to work with disabled children in their classes.	Ongoing	SMT Class Teachers	Staff needs will be identified and responded to through necessary training. Staff feel confident to ask for support when needed

Share good practice relating to disability issues and data	Through staff meetings, informal conversations, staff training and transition meetings	Ongoing	SENCo Class Teachers	An environment where dialogue and sharing of information is positively encouraged.
Increase awareness and positive attitude towards disability amongst all pupils.	Through PSHE lessons and class and school assemblies and collective worship	Ongoing	Headteacher SLT Class Teachers	All children will develop a better understanding and appreciation of disability.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Ensure all children with a disability are able to be involved in school life.	Through children's EHCP establish any specific needs regarding the physical environment of the school that need to be addressed and use this information to inform financial planning Through discussions with parents/carers, staff and disabled pupils, discuss and assess needs and respond to those needs.	Regular pupil progress meetings, parent consultations, discussion with children and liaison with external agencies.	SLT Class Teachers SENCo External Agencies	SLT/SENCo/Class Teachers will identify and be aware of specific needs of individual children with a plan in place to meet those needs and make reasonable adjustments where possible.
To maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled children	On-going	Headteacher SENCO Health and Safety Governor	Pupils with disabilities can move safely around the school grounds

			Caretaker/ Handyman	
To maintain safe access around the exterior of the school	Ensure pathways are clear of obstructions	On-going	Caretaker/ Handyman SLT	Pupils with disabilities can move safely around the school

Aim 3: To improve delivery of information to disabled pupils and parents/carers

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
To ensure all children and parents/carers with disabilities receive and understand information	Through disability register and communication with parents/carers when their children start school, ensure that the school is aware of and responds to the needs (where reasonably possible/practicable) of individual parents. Canvass views and opinions of parents/carers on and on-going basis	When parents/carers/children first join the school. Ongoing through regular communication and parents' evenings.	SLT SENCo Parent Support Advisor	School aware of specific needs and have reasonable measure in place to enhance communication with parents/carers/children
To make available written materials in alternative formats	Monthly newsletter emailed to parents Key content published on school website Text messages to parents via Teacher to Parent Translated documents provided where appropriate	On-going	School Office	All parents are up to date and well informed of school information

	Access to external agencies to support communication with visual or hearing impaired families			
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