



# Tenterfield Nursery School

## Accessibility Plan

Based on Model Policy	Not applicable
Review body:	Headteacher
Date issued:	June 2021
Review frequency:	Three years
Review Date	June 2024 (action plan June 2022)
Target audience:	All Stakeholders

### Values



### Vision

- To deliver high quality education in a supportive, caring and secure environment in which everyone is valued.
- To provide a centre for the families in our community to learn, grow and play.
- To continue to offer exceptional specialist provision for children and families with additional needs.

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## Accessibility Plan

Tenterfield Nursery School's provision is based on a culture of high expectations for all. The School is committed to the effective and sustainable use of resources to develop access to the provision for all children. We endeavour to ensure that our attitudes to accessibility reflect the views, wishes, aspirations and concerns of parents and children.

This accessibility plan covers how Tenterfield Nursery School will:

- increase the extent to which children with a disability can participate.
- improve the physical environment to enable the children with a disability to take better advantage of the education, benefits, facilities and services provided
- improve the availability of accessible information for children with a disability.

In developing this plan we have considered the school's current provision and facilities and how the intent and implementation of the plan will be evaluated.

## Early Years Foundation Stage Requirements

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes equality of opportunity and anti-discriminatory practice, requiring providers to ensure that every child is included and supported. The following specific requirements with regard to access for children with disabilities apply.

- Section 3.57 states that premises and equipment must be organised in a way that meets the needs of children.
- Section 3.58 states that providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).
- Section 3.67 states that providers must have arrangements in place to support children with Special Educational Needs or disabilities (SEND) — maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the SEND Code of Practice.

## Equality Act 2010 Requirements

Under the Equality Act 2010, all organisations are required to promote equality for a child with a disability in every aspect of their work, including access to buildings and services. According to the Act, providers must not discriminate against any child in the provision of education or access to any benefit, facility or service.

Both direct and indirect discrimination are against the law. Direct discrimination against a child with a disability would be treating them less favourably because of their disability, such as refusing admission to a child because of their disability. Indirect discrimination would be applying a provision, criterion or practice that puts, or would put, a child with a disability at a disadvantage compared with someone who does not have a disability.

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Disability is defined in the Act as a physical or mental impairment that has a substantial and long-term adverse effect on the ability of an individual to carry out normal, day-to-day activities. The definition is broad and covers children with a wide range of impairments, including:

- physical disabilities
- learning disabilities, such as dyslexia
- developmental disabilities, such as autism
- speech and language impairments.

Under the Equality Act, organisations have a duty to make “reasonable adjustments” so that children with a disability are not placed at a disadvantage. As a maintained nursery school, we also have a duty under the Act to:

- have in place an Accessibility Plan showing how we are planning strategically to increase disabled access over time
- provide auxiliary aids (and services) for children with a disability to overcome any disadvantage.

The Act’s provisions for most protected characteristics require equal treatment. The “positive action” disability provisions are slightly different. They state that organisations may treat children with a disability more favourably than those who do not have a disability. There is, therefore, scope to be proportionately proactive in actions to provide enhanced access for children with a disability wherever access is perceived to be disadvantaged or attainment low.

### Improving Attitudes to Disability

Positive attitudes towards disability will be encouraged at all times. Children with a disability will be encouraged to have a positive attitude towards themselves and their abilities and to participate fully in all activities. Staff have a huge role to play in acting as role models in demonstrating positive attitudes towards children with a disability and training - including equality and diversity training and instruction in appropriate communication skills – will be provided as appropriate. The School aims to encourage and help children with a disability to be as independent as possible. The overall approach will be included in a personalised plan of care for each child, taking into account their wishes and those of their parents, carers and others involved in their care.

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	Targets	Strategies	Outcome	Time Frame	Success criteria
Short Term	Monitor accessibility of one-way systems	Staff aware of fire safety issues  Write access difficulty into the fire evacuation plan	Accessibility not appropriate for all – solution offered to individuals. Individuals to bring children to door via one-way system rather than walk through uneven ground of sensory garden.	2020/21	<i>All children and families able to access the site with ease</i>
	Ensure compliance with DDA and code of practice	Staff and governors to be informed		2020/21	<i>Evidence of compliance</i>
	To include parents in discussion and planning for accessibility	Parents to be sent Questionnaire (December)		2020/21	<i>Parents confident that systems in place are accessible</i>
	SEND attainment is regularly monitored	Data and information is routinely collected about the performance and attainment of children with special educational needs and disabilities (SEND).	The data is regularly analysed with regard to making improvements and to close any attainment gaps	2020/21	<i>SEND children make good progress</i>

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	Access to nurture provision	Nurture programme for vulnerable children, to aid settling in and encourage access to nursery education.	Teachers and Key persons identify those children who need some extra support in relation to varied reasons including friendships, separation anxiety and access to the curriculum.		
	Continued promotion of Makaton signing	Makaton signing is incorporated throughout the session and nursery environment.	Makaton is used with children who have a speech, language and communication need (SLCN).		
	Review access through sensory garden to main garden.	Monitor accessibility for all children and families	Due to Covid19 we had to implement a one-way system through the garden	2020/21	<i>Safe access for all children and parents in and out of the garden</i>
Medium Term	Monitor accessibility to the whole site	Monitor foot traffic and buggy park uses	People use appropriate entrance, more efficient and safe access for all	2020/21	<i>Entrances both provide access to relevant areas of the school site.</i>
	Monitor accessibility from disabled car parking space to whole site	Monitor if disabled people are able to access the whole site easily from the disabled car parking space	Accessibility considered appropriate	2020/21	<i>No apparent difficulties experienced</i>
	Monitor accessibility to the disabled toilet	Monitor if toilet is accessible for all users	Accessibility considered appropriate	2020/21	<i>No apparent difficulties experienced</i>

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	To discuss with playgroups and school support children with SEND in transition	Staff from Welwyn St Marys, Oaklands Acorns, Busy Bees etc. improvements to the transition stage for these children.		2020/21	<i>Children have smooth transitions both into Tenterfield and into their new settings</i>
	Staff awareness of children's access to the curriculum	Through INSET training and other training providers	Staff have relevant training to support children's individual needs.	2020/21	<i>Staff have good understanding of children's access to the curriculum</i>
Long Term	Ensure that any plans for building works do not impact accessibility	Monitor during planning		2020/21	<i>No apparent difficulties experienced</i>
	To improve the access to the curriculum for children with a range of disabilities	Staff to review planning and curriculum topics Monitor access to the whole site through monitoring of children's progress		2020/21	<i>All children are able to access the curriculum</i>
Termly	Review classroom layout, resource aids, curriculum and immediate training needs in light of new admissions. Guidance is sought from specialists, which include the Hearing Impaired Service, autism Service, Advisory Teacher, Visual impairment Team and SALT. Their advice is taken in arranging classrooms for maximum benefit to children with SEND.				

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