

Netherton Park Nursery School



Netherton Park
Nursery School

Accessibility Plan

2024-2026

Date: September 2024	Review date: September 2026
Approved at:	Approved by:
Chair of Governor signature:	

Our Core Values

Our Nursery School values are at the heart of everything we do, with the child being at the very core.

Caring

Nurturing

Supportive

Inclusive

Respectful

Resilient

Holistic

Passionate

Rising to every challenge

We are committed to safeguarding and promoting the wellbeing of all children, and expect our staff and visitors to share this commitment.

Purpose of the Plan

The purpose of this plan is to show how Netherton Park Nursery School intends, over time, to increase the accessibility of our Nursery School for pupils with a Special Educational Need and/or Disability.

Definition of Disability

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

Disability discrimination Act (2010)

Legal Background

In line with the Equalities Act 2010, Disability Discrimination Act (DDA) 2002,1995. It is a requirement that the Nursery School's accessibility plan is resourced, implemented, reviewed and revised as necessary.

Netherton Park Nursery School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the Nursery School community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The Nursery School aims to work closely with SEN and disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in Nursery School life. The Nursery School is active in promoting positive attitudes to SEN and disabled people in the Nursery School and in planning to increase access to education for all SEN and disabled pupils. As part of the Nursery School's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through parental/carers discussions.

The Accessibility Plan is underpinned by the 2010 Equality Act and 2015 Special Educational Needs and Disability Code of Practice. Netherton Park Nursery School plans, over time, to further increase the accessibility of provision for all pupils, staff and visitors to the Nursery School.

The Accessibility Plan contains relevant actions to:

- 1) Improve access to the physical environment of the Nursery School, continuing to develop specialist facilities as necessary. This covers improvements to the physical environment of the Nursery School and physical aids to access education.
- 2) Increase access to the curriculum for pupils with a Special Educational Needs or disability (SEND). This covers teaching and learning and the wider curriculum of the Nursery School such as participation in educational visits and celebratory events. It also covers the provision of specialist aids and equipment and 1:1 support where necessary, which may assist these pupils in accessing the curriculum.

- 3) Improve the access of written information to pupils, staff, parents and visitors with disabilities. Examples might include the Nursery School website, letters, leaflets, visual timetables, and information about the Nursery School and events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are action plans, relating to these three key aspects of accessibility. These plans will be reviewed and amended on an annual basis.

The plan has been produced by the Headteacher, and following consultation, with the SENDCo, SEND Assistants, Senior Leadership Team, Governing Body and other stakeholders eg. Parents, staff. Subsequent monitoring and adjustments will be made by the SENDCo and the relevant parties listed.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors around inclusion and meeting the needs of pupils with SEND.

Contextual Information

The Nursery School is a single storey building comprising of three large rooms, and two large outdoor play areas. A separate smaller building with an outdoor area is also situated within the Nursery School grounds. There is a ramp up to the main entrance. All outdoor areas are fully accessible. There is an accessible toilet within each building. Accessible doors are located around both buildings. We have a disabled parking bay located in the staff car park. All reasonable adjustments would be made for a child with additional accessibility requirements should it be necessary.

All staff are First Aid trained and hold a current Paediatric certificate. Where appropriate staff are Epipen trained. Medication that needs to remain cold is kept in a locked fridge located in the staffroom. All other medication is kept in locked offices that is easily accessible for staff to get if required. Epipens and inhalers are stored securely and accessible within each teaching room. Health Care Plan's, Risk Assessments and PEEP's are in place for pupils and staff where appropriate. These are reviewed regularly and shared with relevant staff.

The plan does not stand alone; it links with many other policies, practices and documents. Its principles will be embedded within daily Nursery School practice and evident within the whole Nursery School environment.

Relevant documents include:

- Equality Act 2010 and Schools (May 2014)
- Special Educational Needs & Disability Code of Practice 0-25 (Jan 2015)
- Special Educational Needs and Inclusion Policy (updated September 2024)
- Schools SEN Information Report Regulations (Sep 2014)
- Teacher Standards (June 2013)

The Accessibility Plan will be published on the school's website: <https://www.nethertonparknursery.co.uk/>

As policies, practices and documents are reviewed, they need to take into consideration and have regard to matters relating to equality and accessibility for all. The plan will be monitored by the SENDCo in conjunction with the Senior Leadership team, Senior Staff Team, Governing Body and other stakeholders eg. parents, staff.

SECTION 1: Access to the Physical Environment of the Nursery School

Current Practice:

- Disabled parking spaces within the staff car park
- Disabled toilet
- Adapted resources for individual needs
- Nursery indoor environment is on a level surface
- Communication friendly environment eg. signs across the school site, visual timetables, photos, pictures and communication boards
- Quiet spaces available as distraction-free environments for targeted intervention work
- Daily activities to promote gross and fine motor development
- Access to the outdoor learning environment all day, every day, with opportunities for physical development
- 1:1 physical support for individual pupils, as required
- SENDCo reports to the Governing Body termly
- Annual visits by the Governor with responsibility for SEND

SECTION 2: Access to the curriculum

Current practice:

- Rigorous monitoring of teaching and learning across the Nursery School
- Data analysis of all pupil's progress
- Learning walks and teaching observations
- Parent consultations/reviews, termly
- SEN provision maps
- Early Support and SEN Support Plan review meetings
- Single Page Profiles completed for each pupil with a SEN or disability
- Individualised planning to incorporate SEN support plan targets into targeted provision and interventions
- Liaison with external agencies – close working relationships with Integrated Early Years Service, Educational Psychology, SALT, PIMIS, OT etc
- Range of teaching methods and styles used to engage all types of learners
- Visual timetables and 'now and next' boards used as appropriate
- Total communication approach and learning environments, consistent use of visuals, signing etc.
- Use of sensory aids such as chewellery, vibrating cushions, ear defenders, fidget toys, weighted blankets
- Range of interventions in place to support all learners and their specific needs in order to maximise pupil's attainment and achievement, inclusion and well-being

- Differentiated planning
- Specific needs met through targeted intervention groups.
- Social stories
- Educational visits and celebratory events accessible to all
- Additional staff employed to work within the SEND team and deployed accordingly
- Staff have received training to meet the needs of individuals and groups of pupils eg. ASC, Total Communication Environment, Epipen.
- Staff aware of school's SEND Policy
- Transition is planned in detail, for each pupil, to ensure as smooth a transition as possible
- Child-centred curriculum to promote engagement and extend learning

SECTION 3: Access to written information

Current practice:

- Home visits to gather and share information with parents/carers
- Nursery School website includes policies and procedures and Local Offer
- Updates communicated via social media (Facebook)
- Early Support and SEN Support Plan review meeting
- Single Page Profiles completed for each child with a SEN or disability
- Availability to talk to the SENDCo and SEND Assistants at all times
- Appropriate space allocated to be able to meet with parents/carers
- Annual Reviews meetings for children with EHCP's
- 'Team Around the Child' meetings – parents/carers staff, SENDCo/END Assistants, external agency support
- Twice yearly parent/carer surveys
- Parent/carer workshops/stay and plays, café
- Parent/carer feedback and comments welcomed and recorded at reviews
- Communication tools in place for children that are non-verbal
- Tapestry online learning journey used to keep parents/carers regularly updated on their child's learning experiences, successes and Next Steps
- SENDCo reports to the Governing Body termly and written report generated. This is uploaded to the Nursery School website
- Annual visits by the Governor with responsibility for SEND

Action plan

Targets	Strategies	Outcome	Timeframe
Equality and Inclusion			
To update and review the Accessibility Plan annually	Audit of plan and updated by SENDCo Added to Nursery School website	Adherence to legislation	Annually (ready for Autumn Term)
To ensure that the Accessibility Plan is regularly discussed at Governing Body meetings	Add to agenda	Adherence to legislation	Annually
To improve staff/Governor awareness of disability issues Review staff/Governor training needs	Provide relevant training as identified	Whole school community awareness of all issues	On-going
To ensure that all policies consider the implications of SEND access	At review of each policy as relevant	Policies reflect current legislation	On-going
Physical Environment			
To ensure that, where possible, buildings and grounds are accessible for all pupils and adults	Audit of accessibility to the building and grounds - actions identified relevant to budget	Modifications made as appropriate	On-going
Curriculum			
To continue to review staff CPD to enable them to meet fully the needs of all SEND pupils (including pupils with medical needs)	SENDCo to review the needs of pupils and devise training planner to meet needs of all staff to include those on supply	All staff (including those on supply) can enable all pupils to fully access the curriculum	By Oct half term 2022 and then ongoing
Communication			
To ensure that all parents/carers and other members of the Nursery School community can fully access all information	Information to be communicated will be provided in other formats where needed eg large print, coloured paper, sign language, home language. Where needed support will be provided for any parent/carer who cannot access written content	Communication of information will be provided in other format as necessary	As needed