

# BOLDON NURSERY SCHOOL – OUTDOOR NURSERY

## ACCESSIBILITY PLAN 2018

### Section 1: Vision statement

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties. At Boldon Nursery School, achievement is celebrated; the outstanding teaching and learning environment and excellent achievement at school enables children to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all children have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which children with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which children with disabilities can take advantage of education and associated services;
3. Improving information delivery to children with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

### **Definition of disability under the Equality Act 2010**

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

### **Development and Review**

- The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.
- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effectively

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### Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for children with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to children

The table below sets out how the school will achieve these aims. <b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for children with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all children	<p>Ensure all baseline information is recorded and any children with disability / additional need is identified ASAP.</p> <p>Baseline assessment of all children and any health care plans put in place as soon as possible.</p> <p>Ensure all staff are aware of any support required and actions in health care plans to ensure children continue to make excellent progress towards challenging objectives</p>	<p>Ensure the effectiveness of the curriculum models. Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners</p>	Class teacher(SEND Coordinator)	July 2019
Improve and maintain access to the physical environment	The building is on one level and accessible.	There are no access issues	Continuously review pupil access to ensure a positive impact on learning	Class teacher and senior practitioner	July 2019

Improve the delivery of information to children	Most pupils age appropriately ensure those children with communication needs are supported using augmentative systems such as Makaton and visual prompts and timetables	SEND Coordinator monitor continuously	Review and ensure differentiation to meet the needs of individual children.	Class Teacher (SEND Coordinator)	July 2018
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Section 3: Access audit  <b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of floors	The building is on one level, doorways are kept free from rubbish at all times	Maintain and ensure access	Site supervisor	Ongoing
Corridor access	Corridors / walkways are wide with if wheelchairs or walking frames required then designated parking space to be identified.	Ensure pupil equipment does not block corridor	Headteacher	Ongoing
Parking bays	Disabled parking bays marked	None required	Site supervisors	Ongoing
Entrances	Buzzer system for entrance to main reception for all users, however, main entrance for parents and children is around pathway and via the studio, these gates and doors are opened by staff at specific times.	None required	Headteacher	Ongoing
Toilets	Hygiene areas are open and accessible. Toilets have disabled access	None required	Site supervisors	Ongoing

	and shower room has disabled access.			
Reception area	Accessible to wheelchair users	None required	Headteacher	Ongoing
Internal signage	Large signs in place	None required	Headteacher	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Site supervisors	Ongoing