

Castle Vale Nursery School
& Children's Centre

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Accessibility Plan

2016-2019

Adopted by the Governing Body on 19th October 2016

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Castle Vale Nursery School & Children's Centre Accessibility Plan – 2016 to 2019

Vision Statement

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

RIGHTS RESPECTING SCHOOL This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background, Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children, Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously, Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law, Article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation, Article 18 (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child, Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families, Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights, Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment, Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live, Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Castle Vale Nursery School & Children's Centre the Plan will form part of the Premises and Resources section of the School Development Plan and will be monitored by the Head teacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document .

At Castle Vale Nursery School & Children's Centre we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Castle Vale Nursery School & Children's Centre Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Castle Vale Nursery School & Children's Centre is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Castle Vale Nursery School & Children's Centre Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or

schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include letters and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Castle Vale Nursery School & Children's Centre Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equal Opportunities
- Local Offer
- Intimate Care Policy
- Safeguarding and Child Protection

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and

Personnel Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and

Objectives Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our ongoing communication with parents/carers.

Physical Environment

Disabled pupils participate in all activities. Some aspects of extra-curricular activities can present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access.

Curriculum

There are no areas of the curriculum to which disabled pupils have limited or no access, we will always endeavor to find a way to include all pupils. Some areas of the curriculum may present particular challenges, for example: access to the outdoor space for children with a physical impairment. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a one storey building with wide corridors and several access points from outside.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There is a disabled toilet facility available off the main reception area. This is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

6. Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Parents, any Nursery Providers and Children's Centres	To identify pupils who may need additional to or different from provision for September intakes.	Each Sept	SLT	Procedures/equipment / ideas set in place by Sept
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT SLT	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach

<p>To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility</p>	<p>To ensure collaboration between all key personnel</p>	<p>Ongoing</p>	<p>HT SENCOs HLTA Outside agencies</p>	<p>Clear collaborative working approach</p>
<p>To ensure full access to the curriculum for all children.</p>	<p>Outside Play visits; Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants • Specific equipment sourced from occupational therapy 	<p>Ongoing</p>	<p>Teachers SENCOs Ed Psych SALT</p>	<p>Advice taken and strategies evident in practice.</p> <p>ASD children supported and accessing curriculum.</p>

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To finely review attainment of all SEN pupils.	SENCO/ teacher meetings/Pupil progress Scrutiny of assessment Regular liaison with parents	Termly (or more often if appropriate)	teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
	To monitor attainment of Able, G & T pupils	Able G&T list to be updated Groups/activities Monitor Able G&T list	Ongoing Annually	Staff member responsible for more able and G&T children Teachers	Able G&T children making proportionate progress.

	<p>To promote the involvement of disabled students in Nursery provision</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Elklan/Wellcomm training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the learning environment.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To evaluate and review the above short and long term targets annually	See above	Annually	SLT Governors	All children making good progress.

To deliver findings to the Governing Body	Finance and Personnel and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCOs SLT/SEN Governor	Governors fully informed about SEN provision and progress
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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.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SMT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Inviting and engaging learning areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.

<p>Ensuring all with a disability are able to be involved.</p>	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IEP process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	<p>With immediate effect, to be constantly reviewed</p>	<p>Teaching and non-teaching staff</p>	<p>Enabling needs to be met where possible.</p>
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	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To talk to parents/carers, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher Occupational health	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking space for disabled parents to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • offer a telephone call to explain letters home for some parents who need this • adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links	School to continue to have strong links with schools in Local Authority and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Castle Vale and the world and their needs Improved community cohesion
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Continue to develop facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/ facebook	Ongoing	All staff Parent Ambassadors	No accidents
	To maintain accreditation of Startwell	Continue to work towards Startwell	Ongoing	HLTA Whole school approach	Achievement of award

Aim 3: To improve the delivery of information to disabled pupils and parents.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children or children with a disability able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Investigate symbol software to support learners with reading difficulties. • Provide different ways to share information with parents. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	Ongoing	All staff to be aware	All children/families can access school, children's centre and information.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Information shared with all appropriate staff. • Care plans written alongside parents and shared as appropriate. • Regular reviews • IEP meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom 	Annually or as appropriate.	<p>Teachers</p> <p>Outside agencies SLT Office staff</p>	Each teacher/staff member aware of disabilities of children in their classes

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed. Use of MyConcern to be increased.	Continual review and improvement	SLT	Effective communication of information about disabilities throughout school.