

Castle Vale Nursery School & Children's Centre

Head Teacher: Sally Leese

Making a difference. All of our children, all of the time.



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Signed:	Signed copy in Governors file			Chair of governors	

Accessibility Plan 2023

Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 30 Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

British Values

Within this policy and in our daily practices, we also 'Promote British Values'. These are –

Democracy: Everyone has a voice and a say in what we do and how we do it.

Mutual Respect: We admire and acknowledge everyone's abilities, qualities and achievements.

Liberty: We have the freedom to make our own choices

Tolerance: We accept that everyone has a right to their own views and opinions.

Rule of Law: We have community rules and practices which keeps our learning community safe and a code of conduct for all adults working within our service.

Vision Statement under the Equality Act 2010

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

Accessibility Plan

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, the plan will be monitored by the Headteacher, SENDco and evaluated by the Governing Body.

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.

Our Aims are:

- To increase access to the curriculum for pupils with a disability, medical condition or other access needs.
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school Community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

Equality and Inclusion:

We believe that every child is an individual and we are committed to providing equality of opportunity and anti-discriminatory practice for all children, families, staff and volunteers who come into our setting.

We are committed to working in partnership with parents/carers and other agencies to support all children including those with learning difficulties and disabilities.

We will challenge inappropriate behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation, disability and age.

We are committed to:

- providing a secure environment in which all children can thrive and in which all contributions are valued;
- providing a range of resources depicting different ethnic groups and people with disabilities;
- improving staff knowledge and understanding of issues around equality and diversity;
- including and valuing the contribution of all families to our understanding of equality and diversity.

To help achieve our objectives of creating a welcoming environment free from discrimination and prejudice, we will:

- ensure that services are equally open and available to all parents/carers and children within the local community;
- ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability do not hinder a child from accessing services;
- treat all children and their parents/carers with equal concern, respect and value;
- have regard for promoting understanding, respect and awareness of diversity and equal opportunity issues through the planning and implementation of our curriculum/activities;
- ensure all children are able to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities;
- ensure that our recruitment policies and procedures are open, fair and non-discriminatory;
- endeavour to recruit a team of staff which reflects the diversity of the local community;
- encourage staff to be positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory behaviour;
- ensure all staff receive necessary training.

Responsibilities:

The Governors are responsible for:

- supporting the Headteacher in implementing any actions necessary
- making sure the school complies with the relevant equality legislation
- making sure the school Equality Plan and its procedures are followed
- meeting the reporting requirements.

The Head teacher is responsible for:

- overseeing the effective implementation of this policy.
- making sure the school Equality Plan and its procedures are followed.
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, children and their parents and carers know about them
- producing regular information for staff and governors about the plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability
- the overall for dealing with reports of hate-incidents

Both Governors and Head teacher are responsible for regular monitoring and review of this policy as legally required.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunities.

Accessibility Plan Code				
1. Improving access to information for pupils, parents and staff.				
2. Increased access to the curriculum.				
3. Improving access to the physical environment.				
Accessibility Plan Code	Action	Who is responsible?	When	Success Criteria
1	All staff to have an awareness of: - <ul style="list-style-type: none"> The Special Educational Needs and Disabilities Code of Practice (SEND COP) 2015 The Children and Families Act 2014 Graduated Response – Assess, Plan, Do, Review My SEN Support Plan Send Support Provision Plan (SSPP) The process of an Education, Health and Care Plan (EHCP) 	Helen Brennan SENDco	Staff Inset SEND staff meetings	Staff awareness, knowledge and confidence raised.
1	Parents with SEND children to gain an awareness of: - <ul style="list-style-type: none"> The SEND COP 2015 Graduated Response – Assess, Plan, Do, Review My SEN Support Plan Send Support Provision Plan (SSPP) The process of an Education, Health and Care Plan (EHCP) Local Offer SEND Information Report Online Support 	Helen Brennan SENDco	Home Visits Ongoing meetings Meetings with relevant professionals SEND Reviews	Parent's awareness, knowledge and confidence raised. Increased parental confidence to become partners in the EHCP process
1	All parents to be fully informed of all news/events at nursery through: - <ul style="list-style-type: none"> Newsletters Website Facebook Instagram Tapestry Discussions with Key Workers 	SLT Admin Team Key Workers	Ongoing	All parents regardless of needs will have full access to all information.
1,2,3	Staff to receive appropriate SEND/Medical Needs training dependent upon the needs of the current cohort of children. <ul style="list-style-type: none"> EP support and observations CAT support and observations Nursery SALT and NHS SALT – Outreach PDSS Support 	SLT Key Workers	Staff Inset Professionals observations – notes and discussions SEND staff meetings Key Workers to access training relevant to children in their groups.	All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines. Staff to confidently include children in all aspects of Nursery.
1,2	Use of adapted resources for children with communication difficulties e.g. <ul style="list-style-type: none"> Wellcomm screening and interventions Visual timetables, now and next boards Makaton 	SLT All staff	On-going – dependent on needs of current children in setting	All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines

	<ul style="list-style-type: none"> • Objects, photos and symbols to aid understanding • Communication software 			
1,2,	<p>Children with Sensory Difficulties to be appropriately supported to manage environmental change</p> <ul style="list-style-type: none"> • Sensory Room • Additional access to outdoor space • Appropriate resources • Motivating objects • OT exercises - virtual meetings. Advice line and NHS website 	<p>Helen Brennan SENDCO</p> <p>SLT</p>	<p>My SEN Support Plans – termly reviews</p> <p>SSP Plans</p> <p>EHC Plans</p> <p>OT Reports and advice</p>	<p>Children to show less sensory processing difficulties and be able to learn.</p>
1,2,3	<p>Use of adapted resources for children with motor difficulties e.g.</p> <ul style="list-style-type: none"> • non-slip activity mats • low/high chairs • adjustable legs on tables to alter height • resources identified via professionals e.g PDSS, Physio 	<p>SLT</p> <p>Key Workers</p>	<p>On-going – dependent on needs of current children in setting</p>	<p>All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines</p>
2,3	<p>Access to the environment for children with physical difficulties</p> <ul style="list-style-type: none"> • Support from Physical Difficulties Sensory Support (PDSS) • Support from Physiotherapy Team • Environment adapted to meet the needs of the child – activities offered at varying levels • Variable table heights and seating changes dependent on needs of the child – low play table, chair with sides • Clear pathways for mobility equipment e.g wheelchairs, K walker etc 	<p>SLT</p> <p>Key workers</p>	<p>On-going – dependent on needs of current children in setting</p>	<p>All children are able to fully access each area of Nursery with the correct/suitable equipment</p>
2,3	<p>Increase ratio of staff to children in Forest School for groups with children with SEND to ensure their active participation and safety in sessions.</p>	<p>SLT</p> <p>Key Workers</p>	<p>Termly as new children start</p>	<p>All children to access all Forest School activities.</p>
3	<p>To ensure all access/exit points to/from nursery are clear from obstruction.</p>	<p>SM</p>	<p>Daily</p>	<p>All parents/children will have equal access to the building.</p>
3	<p>An annual building inspection to be completed</p>	<p>SM</p>	<p>Yearly</p>	
3	<p>All learning spaces (both inside and out) have clear, defined pathways with risk assessments/safety sweeps completed daily. Issues identified and shared with SLT.</p>	<p>SLT</p> <p>All staff</p>	<p>Daily</p>	<p>All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines</p>