



Accessibility plan

INTRODUCTION.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

In September 2014 the SEND code of practice stated that governors must provide a report on their accessibility plan showing how they plan to improve access over time. This builds on the work done since September 2006 when Surbiton Children's Centre Nursery set about devising an accessibility plan. The plan aimed to set out the proposals of the Governing Body of the school to increase and ensure equal access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the nursery curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of the nursery education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

PLAN.

1A: The purpose and direction of the nursery's plan: vision and values

The school set the following priorities for the development of the vision and values that inform the plan:

- Surbiton Children's Centre Nursery expects its disabled pupils to participate and achieve in every aspect of nursery life
- Surbiton Children's Centre Nursery is an inclusive nursery and as such responds to pupils' diverse needs; sets suitable learning challenges and removes the barriers to learning for all its pupils.
- Surbiton Children's Centre Nursery makes all children feel welcome, valued and embraces their individual characteristics.

1B: Information from pupil data and school audit

- As a nursery, pupil data can change from year to year; some children may attend for more than 3 terms, however, the majority of children transfer to full time maintained education after a year.
- Each year, all new families complete a medical form which alerts the nursery to the needs of incoming pupils, we welcome working in partnership with health professionals who may already be involved with working with our children. Staff aim to gather relevant information from parents on home visits and ongoing discussions.
- Staff liaise with outside agencies in order to ensure the needs of disabled pupils will be met.

The nursery set the following priorities for the development of information and data to support the nursery's accessibility plan

- To constantly review information (booklets, website) for prospective parents so as to ensure awareness of DDA and Inclusion.
- To annually review new pupil data (from home visits, admissions and medical forms) in order that the needs of a disabled pupil may be planned for.
- To continue to work in partnership with outside agencies so that the needs of specific disabled pupils are met year on year.

1C: The nursery consulted on the plan in the following ways

- The nursery consulted with parents of disabled children in order to gain their views and this was reviewed again in May 2017 in line with the 2014 SEND code of practice.
- The nursery consults with parents on an annual basis as part of the settling in process as to their aspirations for their child. These views will be recorded for future reference and an exit evaluation from parents will inform the accessibility for future pupils.
- The nursery carried out an access audit, which will continue to be consulted when a child with a specific disability enters; as and when budgets allow for improvements and redecoration.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the nursery curriculum; the nursery set the following priorities:

ALL STAFF TO TAKE RESPONSIBILITY

- Continue to ensure that the needs of specific children are planned for in the short term, weekly planning and children's meetings.
- When ordering equipment ensure that the needs of pupils with a physical disability will be met (e.g. Velcro'd or magnetic construction resources).
- When ordering equipment ensure that the needs of pupils with a visual impairment will be met (e.g. highly contrasted colours, larger scale resources).
- When observing a disabled child take note of what appears to form a barrier to his/her learning and discuss with the team in order to remove the barrier in future planning.
- Continued use and evaluation of the Provision Map.
- Continued appropriate deployment of Inclusion Consultant through half termly evaluations of the Provision map.
- Continue to work in partnership with all other outside professionals.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; the nursery set the following priorities:

- To refer to the access audit and target priorities based on need (e.g. a child was ready to toilet independently and we immediately installed hand rails in order to promote his independence and respect his dignity)
- Continue to work in partnership with outside agencies in order to ensure that the physical environment of the school meets the needs of pupils with

specific disabilities (Occupational Therapists, Physiotherapists, Teachers for the Visually and Hearing Impaired)

- Continued use of a 'distraction free space' and 'TEACCH (Training and Education of Autistic and Communication Impaired Children) style' set up as and when appropriate and as part of children's targeted plans. We have recently added curtains to our small group room to limit the visual distractions in this space from our store of books.
- Ensure sharing of knowledge and expertise from and with associated services through regular meetings (Staff meetings and IEP reviews)

2C: Improving the delivery to disabled pupils of information that is provided verbally for pupils who are not disabled; the nursery set the following priorities:

- to make use of objects of reference , visual prompts, and cards (Symbols 2000, Picture Exchange Communication System - PECS,), gesture and signing (Makaton) – all staff as part of individual children's IEPs and at group times
- to make use of props and actions generally in stories and singing times and additionally as part of the Provision Map (e.g. the differentiated story sessions)

3: Making it happen

3A: Management, coordination and implementation of the accessibility plan ;
The nursery set the following priorities:

- The Governing Body will take responsibility for ensuring the management, co-ordination and continued implementation of the accessibility plan
- The plan will be reviewed, evaluated and revised annually.
- The Leadership Team, in conjunction with the Governors, will be responsible for the implementation of the plan in terms of identifying sources of funding.
- The Senco and all staff will be responsible for the everyday implementation of the plan.

3B: Getting hold of the school's plan

The school set the following priorities for making its plan available

- The plan will be available alongside all the nursery's other policies which are available in the nursery and on the school website.
- The breakdown of any expenditure in relation to the plan will be available as part of the minutes from the Governor's finance committee meeting.

The Senco is the person responsible for monitoring and reviewing the plan.

The plan will be evaluated formally on an annual basis in conjunction with the Schools Development Plan however it is our aim to respond to the needs of our children as and when they arise.

Reviewed by SENCO and SEND Governor May 2019