

# Accessibility Plan



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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with a disability can participate in the curriculum
- Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with a disability

Tunstall Nursery School is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the nursery school website, and paper copies are available upon request.

Our nursery school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The nursery school supports any available partnerships to develop and implement this plan.

Tunstall Nursery School has adopted this accessibility plan in line with the nursery school's Special Educational Needs Policy and SEND report, with the aim of ensuring that the nursery school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our Special Educational Needs Policy and report outlines the provision that our nursery school has in place to support pupils with special educational needs and disabilities (SEND), and the nursery school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the nursery school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the nursery school will manage this part of the SEND provision.

Our nursery school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the nursery school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the nursery school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our nursery school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>The nursery school has a sensory room to support children who are sensory seeking and those with social and emotional needs.</i></p>	<p>To meet the needs of all pupils who attend the nursery school now and in the future</p>	<p>Audit of pupil needs and staff training to meet those needs</p> <p>Continue to keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback</p> <p>Continue to provide regular training and learning opportunities for all staff on the subject of SEND and SEND teaching; nursery school staff should be up to date with teaching methods</p> <p>The nursery school will make reasonable adjustments for individual students who</p>	<p>SENCO</p>	<p>ongoing</p>	<p>All pupils will have access to all nursery school activities, successfully participating in the whole curriculum.</p> <p>The additional needs of pupils with disabilities are known and understood. Staff are knowledgeable in their support of pupils with SEND.</p>

	<p><i>The nursery school ensure that individual or group intervention is available where it is felt that pupils would benefit from this provision</i></p> <p><i>The nursery school works with a variety of multi agencies including educational psychology, hearing impairment unit, occupational therapists, physiotherapists, Speech and Language therapists, Croydon, Locality SENCO, Early Years Send team and health visitors. Plans are put in place where needed and recommendations followed up</i></p>		<p>need extra provision than that which is already in place to make sure that all students are involved in every aspect of nursery school life, and that all barriers to learning are removed</p>			
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Personal hygiene room</i></li> <li>• <i>Books accessible at wheelchair-accessible height</i></li> <li>• <i>Double handled doors where necessary to prevent access to / leaving areas unsupervised</i></li> <li>• <i>Hoist system (subject to</i></li> </ul>	<p>To ensure the school is fully accessible to all pupils, regardless of any disabilities</p>	<p>Assess each individual's needs in terms of physical access. Make reasonable adjustments to the nursery school site to meet needs.</p>	<p>SENCO / SBM</p>	<p>Ongoing</p>	<p>All pupils and parents/carers will be able to access the nursery school site.</p> <p>All pupils and staff with disabilities and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p>

	<p><i>maintenance check)</i></p> <ul style="list-style-type: none"> <li>• <i>Specialised chairs</i></li> <li>• <i>Height adjustable tables</i></li> </ul>					
<p>Improve the delivery of information to pupils with a disability/EAL or parents with limited English.</p>	<p><i>Our nursery school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Pictorial or symbolic representations</i></li> <li>• <i>Visual prompt cards</i></li> <li>• <i>Makaton signing</i></li> <li>• <i>Clear routines</i></li> <li>• <i>Smaller groupings</i></li> </ul>	<p>To meet every pupil / parent/carer access to information within the nursery school</p>	<p>Ensure all pupils have access to pictorial / symbolic representations if required</p> <p>Support parents / carers who have difficulty accessing information, making reasonable adaptations as necessary</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>The nursery school community will effectively access communications.</p> <p>Parents with literacy difficulties or limited English feel welcomed by the school and are kept up to date with school activities.</p> <p>Pupils with EAL and SEND are monitored throughout their time here to ensure they make appropriate progress in their learning.</p>

If future pupil needs / requirements are identified, suitable resources / support and training will be addressed.

## **4. Monitoring arrangements**

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Board.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk Assessment policy
- Health and Safety policy
- Equality Information and Objectives (public sector equality duty) Statement for publication
- Special Educational Needs (SEN) Information Report
- Special Educational Needs and Disability Policy
- Supporting Pupils with Medical Conditions Policy

