

Central Bristol Nursery Schools



St Werburgh's
Park Nursery



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Accessibility plan

Approved by:
Headteacher

Date: September 2022

Last reviewed on:
September 2023 –
updated to reflect the
federation of The Limes,
Rosemary and St
Werburghs Park Nursery
Schools

Next review due by:
September 2025

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

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

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

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

We have included a range of stakeholders in the development of this accessibility plan, including families, staff and governors.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premise

3. Action plan

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

<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • The nursery schools offer a differentiated curriculum for all children that offers experiences that reflect different starting points and how children can progress within them. • Adults are sensitive in their role in scaffolding up to meet children’s needs and ensure experiences are accessible • We use resources tailored to the needs of children who require support to access the curriculum such as physical resources such as specialist chairs or visuals to communicate • Children’s progress is tracked, including those with a disability. • Individual areas for development are set effectively and are appropriate for pupils with additional needs. Using play plans, individual provision plans and support plans • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Short term</p> <p>Increase the use of curriculum resources that include examples of children and adults with disabilities.</p> <p>Medium term</p> <p>Introduce the SCERTS framework for identifying individual areas for development and planned support for children with autism and characteristics of autism.</p> <p>Long term</p> <p>Develop an inclusion team to work across the nursery schools to support and develop inclusive practice and increase access to the curriculum</p>	<p>Audit resources used in key group times</p> <p>Audit books used in the setting</p> <p>Research, and systematically plan the purchase of books and resources that reflect positive examples of disabilities</p> <p>Staff training via INSET and ongoing appreciative/coaching model</p> <p>Federation of nursery schools – offers opportunity to create a highly skilled workforce focusing on inclusion.</p> <p>Recruit in to inclusion team positions. specialism development ASD, Conflict resolution, emotional well-being.</p>	<p>Assistant Head teacher</p> <p>SENDCO</p> <p>Head teacher</p>	<p>January 2022</p> <p>January 2023- July 2023</p> <p>September 2023</p>	<p>Audit produced</p> <p>Increased levels of resources/books that include examples of children and adults will be visible in the environment = monitored by learning walks/drop ins</p> <p>SCERTS will be embedded in to practice</p> <p>Inclusion team will be known to families and staff, inclusion team will use expertise across schools to improve access to the curriculum for children with ASD, characteristics of ASD</p>
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<p>Improve the delivery of information to children with a disability</p>	<p>The school uses a range of communication methods to make sure information is accessible to children and their families.</p> <p>Alternative communication for children includes:</p> <ul style="list-style-type: none"> • Large print resources • Some use of MAKATON • Pictorial or symbolic representations <p>Alternative communication for families includes:</p> <ul style="list-style-type: none"> • Offering individual arrangements – e.g mobile phone to text hearing impaired parent 	<p>Short term</p> <p>Audit staff training needs to identify barriers in improving delivery of information</p> <p>Medium term</p> <p>Ensure staff training on alternative communication is provided</p> <p>Long term</p> <p>Increase the use of MAKATON and visuals.</p> <p>Visual timetables to be consistently used in classrooms</p> <p>MAKATON used consistently amongst staff</p> <p>Long term</p>	<p>Audit staff training and staff training needs</p> <p>Plan training delivery needs</p> <p>Offer training via in house inclusion team and external training/specialist training when required</p>	<p>SENDCO</p>	<p>June 2023</p> <p>September 2024</p>	<p>SEND training record</p> <p>SEND training plan identifying needs and gaps in staff knowledge</p> <p>Training accessed by staff</p> <p>Staff will use MAKATON consistently monitored via drop ins and learning walks</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCO

It will be approved by the head teacher.

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) local offer
- SEND policy
- Supporting pupils with medical conditions policy