

Monkchester Road Nursery & Family Centre

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Accessibility plan 2020-2023

Introduction

This plan identifies the ongoing actions of the staff and Governing Body to increase access to education for disabled pupils in accordance with Department for Education guidelines as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

The three main areas to be considered in the Accessibility plan are:

- Increase the extent to which disabled pupils can participate in the curriculum. Monkchester Road Nursery School will seek and follow the advice of LA services, such as EEAST and other specialist SEN advisors and health care professionals.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils and visitors are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improve the delivery of information to our children, their families and carers and visitors by providing information in alternative formats when required or requested.

At Monkchester Road Nursery School we are strongly committed to providing a fully accessible environment and curriculum which values and includes all children. This will enable them to achieve their potential regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities that we provide.

We recognise the individual needs of all of our children and aim to maximise everyone's potential. All staff share these responsibilities. The Head Teacher and SENCO have the responsibility for inclusion.

Monkchester Road Nursery School is a fully inclusive school which meets the diverse range of individual needs of children. These range from moderate and specific learning difficulties, physical difficulties, visual and hearing impairment, social communication difficulties and a wide range of medical needs.

Home school visits are undertaken for all children beginning nursery and if any child has an additional need the SENCO will organise Transition meetings with the appropriate outside agencies and settings to share information, guidance and support to ensure a smooth transition into nursery. Staff who support children with language and communication difficulties are trained in Makaton signing.

All staff hold current first aid training which is regularly updated. Staff have been trained to administer an EpiPen for anaphylactic conditions and to administer insulin for children with diabetes. In conjunction with our policy for managing medicines, staff can administer inhalers to children with asthma and administer medication that has been prescribed by a GP.

When a child has an identified medical condition, relevant training is sought by the SENCO and a medical plan is put into place. These plans are drafted in partnership with parents and carers and health care professionals. If a child has a specific food allergy then we work closely with the kitchen staff who will provide an alternative ingredient.

Curriculum

Our expectation is that all children are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and progress.

The following good practice is in place at Monkchester Road Nursery School:

- Comprehensive tracking systems and data analysis
- Secure procedures for the identification and support of pupils with Special Educational Needs and Disabilities
- Detailed pupil information given to all relevant staff in order to support pupils
- Regular home school liaison
- Differentiated curriculum to enable all pupils to feel secure and make good progress
- Individual Support assistants are deployed effectively to support a range of needs
- Strong links with outside agencies

- Teaching including a range of strategies to support different learning styles.
- All pupils are encouraged to take part in the full curriculum.
- Staff consider needs of SEN and disabled pupils when planning educational visits and check accessibility of all venues.

Contextual Information of the Physical Environment of Monkchester Road Nursery School

The interior of the school is on a split level which is accessed by two separate entrances. The top part of the school is accessed by the main entrance doors. This leads to the administration offices and there are two classrooms with toileting facilities on the same level. An easy access door leads directly from the large classroom onto the outdoor area which is easily accessible to all children and adults.

An adult accessible toilet with changing facilities for babies and young children is also available on this level at the main entrance. Wheel chair friendly doors are fitted to the entrance doors and classroom doors. The Hall doors are also accessibility friendly.

The interior of the building does not have a fully accessible thoroughfare. This is due to a lower split level classroom area which is accessible by 3 small steps. However this lower level classroom area and the Hall can be accessed by the side entrance to the school and by the wheel chair friendly classroom door and by the doors to the Hall. The lower level classroom areas have adjacent easy accessible toileting facilities and adjacent access to the Dining Hall.

The school is mindful of incorporation of appropriate colour schemes throughout the school and where needed, has installed window blinds to benefit pupils with visual impairment. The school has implemented use of soft furnishings and carpet areas to reduce excess noise to benefit pupils with a hearing impairment.

The following good practice is in place at Monkchester Road Nursery School:

- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and assembly points are situated around the outdoor play area. We will review the need for a visual alarm if the need arises.
- Personal evacuation plans are in place for identified children with SEN and disability needs.
- Furniture and equipment are selected as standard, age related as appropriate.
- Consideration is given to the appropriate colour schemes when refurbishing to benefit pupils with visual impairments.
- Installation of window blinds in all rooms.
- Regular evaluation of the school site for accessibility by the SMT and governors responsible for finance and premises.

Information:

The school makes good use of the skills of external agencies to support pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

The following good practice is in place at Monkchester Road Nursery School:

- Regular reviews for children with SEN and disabilities throughout the school year for parents/carers, staff and outside agencies. EHP's are offered to parents/carers to provide extra support.
- If needed, translators would be brought in when required to ensure that all parents and carers have good access to information.
- A mobile texting service is provided to support good communication between home and school along with a class dojo.
- Information for children, parents and carers is given in various formats when necessary including the use of simplified language and pictures, ICT and oral reinforcement.
- Teachers are available at the end of the day to talk to parents if required.

Management and Implementation:

We share a whole school approach to meeting the requirements outlined in our accessibility plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process and will also be reviewed when pupils with additional specific needs enroll at our school. The evidence used to aid reviews of the plan will include:

- SEN register
- Monitoring feedback on the provision for the children
- Data tracking
- Attendance data
- IEP/ statement reviews transferring to EHCP(Education and Health Care Plans)
- External agency reports and input
- Government and LA policies and initiatives
- Building inspection reports

Publication of the plan

The plan will be available on request from the school and published on the school website.

	Targets	Strategies	Outcome	Timescale	Success Criterea
	Availability of written material in alternative formats	The school makes itself aware of the services available through the LA for converting written information into alternative formats.	If needed, the school can provide written information in alternative formats.	ongoing	Delivery of information to disabled pupils/parents improved.
	Up to date information regarding disability of pupils.	School to review the information requested on pupil application forms.	School able to respond to needs of pupils and make provision for them.	ongoing	School response to needs of all pupils.
	To include accessibility planning in appropriate section of the 3 year School Improvement Plan	Use internal audit of site re accessibility. To link this audit with LA audit of accessibility (including playground inspection)	School begins to ensure compatibility with accessibility planning eg to link this into new building developments or refurbishments	Annually	Accessibility planning continues to be an integral feature of school's planning.
	To update Inclusion Quality Framework	SMT to work through IQF to ensure all is up to date. Discuss and report to staff/governing body and feed into development planning as and when needed throughout the year.	Updates will evidence the high quality skills and provision provided for pupils.	On going	Regular updated to staff and governors about IQF.

	Target	Strategies	Outcome	Timescale	Success Criteria
	To ensure equal access for pupils/parents with specific physical needs	Act upon any findings from Health and Safety Inspection relating to access to exit from building.	Pupils/parents have equal safe access to/from the school building.	Ongoing	Evidence of equal involvement of disabled members of our school community
	To use funding to improve the outdoor area.	Receive competitive quotes Plan into new budget	New identified grassed play areas. New play equipment to replace old bridge and see-saw. New planters in situ- need gravel, soil, plants.	2020-2021	Playgrounds will be well maintained and accessible for all.
	To ensure equal access for pupils/parents with specific physical needs.	Gain advice on a suitable solution for a designated accessible bays in external public car park	Bays marked out	Spring 2021	Easy access to school site and building