



### **Introduction**

The SEN and Disability Act 2014 extended the Disability Discrimination Act (1995) to cover Education. Since September 2002, the governing body has had three key duties towards disabled children, under Part 4 of the DDA.

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

This plan sets out the proposals of the Governing Body of the school to increase access to education and care for children in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled children can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled children can access education and care
- Improving the delivery to disabled pupils of information that is provided in writing for children who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

In our role as a Nursery school, we have lots of people coming to use the site, not just children. We aim to make our school accessible to all, including children, parents, staff, families, visitors and other stakeholders. This policy reflects this, and comments may be made about specific groups, or the generic term 'people' may be used to cover all of them.

### **Aims**

We strive to make Hart Hill Nursery School as inclusive as we can, with regards to staff, children, parents and visitors. This is not just in the physical sense, eg the building, but in our knowledge, skills, attitudes, policies and procedures. We feel that, in as many ways as possible, we should make differences to avoid others feeling different.

This school promotes inclusion and will take all reasonable steps to ensure that children with a disability are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interests of the pupil and to maximise educational opportunity. We want to remove all barriers that disabled people may come across in our school, and provide access to all relevant activities for all site users.

Disabled children should have the right to be part of any play/education they choose and through focusing on what works in including disabled children we will uncover what works in including any child.

We want to ensure that the outcomes and achievements for all children are not lessened due to any disabilities they may have. We will seek outside support to ensure that we are fully aware of a child's needs, whether that is from health visitors, therapists, paediatricians, LA support staff, the Disability Resource Team etc. We will be proactive in seeking to increase our knowledge constantly, in order to meet any need that may arise.

We want everyone to have equal opportunities and equal access in our school, and we are aware that we may have to work harder for some people, in order for that to happen.

Written information about each child will include details about how best to meet their needs, procedures for any care or medical requirements, and a risk assessment or personal care plan, where appropriate.

### **Information from pupil data and school audit**

At any one time, Hart Hill Nursery School has a provision for up to 24 children aged 2-5 years with severe and complex needs. We receive funding from the Local Authority to provide extra staffing to support the children. This allows us to be fully inclusive of all children.

During daily class staff meetings or discussions, the staff talk about the activities that individual children access, so that if it was felt that a particular child wasn't taking full advantage of what was on offer for whatever reason, changes would be made for the next day. All this information would inform the accessibility plan.

We are usually aware of some of the needs of the children who will start at our school at the age of 2 or 3. The SENDCO and other members of the senior leadership team take part in pre placement home visits, so that all children's needs are well known prior to starting in the school. We may also receive information through referrals from the Early Years support team, alerts from the Early Years Panel, support from health visitors (where concerns are raised through the 2 developmental check), or because children may have attended the family room services. This enables us to put in place some plans, resources or staff ready for when the child starts.

We are constrained by the issues of keeping the children safe within the building and grounds. This means that we have to have door handles out of the children's reach. This means that people in wheelchairs would not be able to reach them.

### **Main Priorities for the school**

#### **Increasing the extent to which disabled children can participate in the school curriculum**

- We will continue to identify and deploy sources of funding where necessary to support the inclusion of children, to purchase resources or equipment for them.
- We will develop necessary skills to communicate effectively with each child, and encourage all children to develop ways of communicating with each other.
- We will use positive language and be confident in explaining why certain terminology is preferred.
- Our policies and procedures will reflect our inclusive ethos.
- Pictures, equipment and resources will reflect disabled people's lives as part of a wide representation of children's differing backgrounds and experiences.

### **Improving the delivery of information that is provided to parents, staff and children in a variety of forms to support information for all**

- We aim to be able to provide information in a different format to written English in a reasonable period of time, if requested by a parent or staff member.
- We use PECs and Makaton as communication systems in our school, however are happy to train staff members in other communication systems should the need arise.
- All newsletters and letters that go home have pictures attached to help parents and children understand what the topic of the letter is.
- Staff are expected to show letters to the Headteacher or the Deputy Headteacher prior to sending them home. This ensures that spelling is correct and that the letters are easy for all to understand.
- Family workers and staff members who can translate are available to support with form filling and reading letters.

### **Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education and services**

- We carry out regular audits with the site agent with regards to improvements that could be made, particularly in the children's bathrooms and the garden.
- We will continue to identify funding to support projects in the school to increase the accessibility to education for disabled children.

### **Implementation and Monitoring**

The Senior Management Team all work to oversee the co-ordination, management and implementation of the policy.

The SENCO and Headteacher play a major role in moving the aims forward.

The governing body agree this policy and challenge the school effectively to ensure that measures are taken to ensure its implementation.

The governor responsible for SEND – Kelsey Silver – meets annually with the SENCO to discuss provision and the priorities of the policy.