



St. Helens Council

RAINHILL COMMUNITY NURSERY SCHOOL



Accessibility Plan

3-year period covered by the plan: September 2016 - September 2019

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.

This plan sets out the proposals of the Governing Body of the school to increase 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 school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Section 1

Vision and Values

1. At Rainhill Community Nursery, we are committed to providing a fully accessible environment, as far as is reasonably practicable, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Rainhill Community Nursery plans to increase the accessibility of provision for all pupils, staff and visitors to the school, in the three areas required by the planning duties in the DDA. The following areas will form the basis of the Accessibility Plan with relevant actions to:
 - a. Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits.
 - b. Improve access to the physical environment of the school;
 - c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Information from pupil data and school audit

The majority of children attend Rainhill Community Nursery for only one academic year. In a small number of cases, for example (but not exclusively) where a child has Special Educational Needs, English as an Additional Language, or is a Looked-After child, that child may be allocated a 'priority place' by the Local Authority. In these cases, children may attend for up to five terms. Audit of school and pupil data shows that :-

- In September 2014 there was :-
One parent registered disabled with limited mobility (non-wheelchair user)
- In September 2015 there was :-
One child with a disability
- In September 2016 there was:-
One parent registered disabled (wheelchair user)

Views of those consulted during the development of the plan

The headteacher, staff and Governing Body (including the Finance Committee) have been consulted in the development of this plan. Parents and carers are represented on the Governing

Body by two Parent Governors, although six of the Governors are parents of the children who are or who have attended the nursery. However, the views of parents, carers and other visitors to the nursery are valuable and the creation of opportunities to gather these views is a priority on the Accessibility Plan.

Section 2

The Main Priorities in the School's Plan

General

- Governors and staff to understand and review regularly the implications of the Disability Discrimination Act for the Disability and Equality Duty (DED)
- Review carefully this policy each year from the point of view of the school's Disability Equality Duty
- Develop an 'Accessibility checklist' for all School Development Plan projects

2a. Increasing the extent to which disabled pupils can participate in the school curriculum

- Equality of access to be a focus during weekly planning meetings, to ensure that each planned activity is differentiated or modified appropriately to meet the needs of all children.
- Headteacher/SENCO to devise an annual 'Skill Matrix' to identify likely training needs in order to ensure staff are skilled appropriately to enable children to participate fully in curriculum regardless of disability; training needs to be identified, planned and budgeted for as part of School Improvement Plan.

2b. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- All learning and play areas (indoors and outdoors) to be reviewed and, if necessary, modified to enable the school to provide equality of access and to meet its obligations under the Disability and Equality Duty to children, parents, carers and staff; priorities to be drawn up into an Accessibility Project Plan, to be embedded within School Improvement Plan
- Annual and ongoing/incidental risk assessment to include focus on accessibility; plans to be put in place to make improvements/modifications as identified

2c. Improving the delivery to disabled pupils of information that is provided in writing for pupils or their parents and carers who are not disabled:

- School to maintain a record of the disabilities of children, parents, carers, staff and Governors
- All communications between home and school to be assessed on an individual basis against this list; alternative/supplementary methods of communication to be provided where necessary
- SENCO to conduct annually an audit of communication methods within the nursery, such as labelling, in order to assess its appropriateness for the range of disabilities within the nursery; devise action plan to improve/modify them as necessary.
- Provision to be made for parents/carers to make known their views on the accessibility of communications in the nursery, and for these to be taken into account
- Fire procedures to be reviewed to ensure that they meet the requirements of the Disability and Equality Duty

Section 3

Making it happen

3a. Management, coordination and implementation

Management

- See the Accessibility Project Plan for details of activities and success criteria
- The Headteacher is responsible for management of the Plan

Co-ordination

- The Headteacher, SENCO and Chair of Governors will co-ordinate the reporting and monitoring of the Plan

Implementation

- The implementation of the Accessibility Plan will be monitored by the Governing Body. Progress will be reported to the Curriculum Committee and the Governing Body each term by the Chair of Governors and the Headteacher.

3b. Getting hold of the school's plan

The plan will be made available on the school's website and in the school's policy file.

Rainhill Community Nursery

Accessibility Plan 2016-2019

Target	Strategy	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents or carers.	<p>All staff including school office staff, to be vigilant in recognising poor literacy skills in parents and offer support to families when forms require completion.</p> <p>Use open day and home visits to liaise with parents about any disabilities or difficulties they may have.</p>	Continuously monitored to ensure any new needs arising are met.	Headteacher/ SENCO	<p>All staff and governors are confident that their needs are met.</p> <p>Parents have full access to all areas.</p> <p>Play Plans are in place for disabled children.</p>
Indoor classroom and outdoor environment are optimally laid out to ensure the participation of all children.	Review layout of furniture and resources.	Ongoing process	Headteacher/ SENCO/ class teacher	All children are able to fully access the indoor and outdoor environment.
Train staff to identify children with social, communication and language difficulties using information gained from observation and discussion with	Undertake an audit of staff training requirements.	By July 2017	SENCO/class teacher	Play Plans are in place for children with social, communication and language difficulties to ensure they make at least good progress from their individual starting points

parents/carers and other agencies.				through intervention and personalised support.
Ensure all educational visits and trips are accessible to all children.	Undertake risk assessments to make visits and trips suitable for all children.	Ongoing process	Headteacher/ SENCO/ class teacher	All children will participate in visits and trips.
Ensure appropriate plans are in place to address the needs of children with medical conditions.	Gain information from parents to the extent of the condition in individual cases. Liaise with appropriate medical team to set up a care plan. Ensure all staff are aware of and fully trained in dealing with the medical condition.	Ongoing process	SENCO/class teacher	Care Plans in place for children with medical conditions. All staff are aware procedures in the event of an emergency.
Ensure parents and school community can access information.	Nursery will find out from local authority services available, to convert written information into alternative formats.	July 2017	Headteacher	Written information is available in alternative formats when required.