

**Ilminster Avenue Nursery School Accessibility Plan**

**2024-2027**

**Introduction**

The Equality Act 2010 requires every Local Authority in England and Wales to write an accessibility strategy that meets the following requirements:

“(2) An accessibility strategy is a strategy for, over a prescribed period….

(a) increasing the extent to which disabled pupils can participate in the schools’ curriculum;

(b) improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;

(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.”

Equality Act 2010, Schedule 10, Accessibility for disabled pupils

The act defines disability in Part 2, Chapter 1, Section 6 (1):

“A person (P) has a disability if—

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P’s ability to carry out normal day-to-day activities.”

Local Authorities require educational settings to have an individual Accessibility Plan stating how they will sustain and improve the inclusiveness of their setting.

**Aims**

Ilminster Avenue Nursery School is committed to providing high quality care, education and support to all our children and families. We believe that everyone is entitled to a broad and balanced academic and social curriculum, which is accessible to them. Our belief is that no child, or adult, with SEND, will be discriminated against. We aim to engender a sense of community and belonging and offer new opportunities to all children and their families, responding in ways that take account of varied lives, experiences and needs. We believe that inclusive education is about equitably for all children, their families, staff and other services whatever their age, gender, ethnicity, impairment, attainment and background. We work hard to develop an environment where everyone can flourish and feel safe.

Working in partnership with our Parents/Carers, children, staff and colleagues in Health and Social Care, this plan has been written with the purpose of ensuring that our setting is fully accessible, - *environmentally, curriculum, and information sharing* - to all pupils, families, staff and visitors. It highlights reasonable adjustments that are in place or could be made to facilities this. It focuses on:

1. Access to the physical environment
2. Curriculum access
3. Information sharing.

**1: Access to the physical environment**

Current provision:

* Our setting is accessible to all, including those who use wheelchairs, walking frames, mobility scooters.
* We have accessible toilets available for adults and children and changing facilities. There are larger cubicles in each set of classroom toilets
* Classrooms are organised to enable manoeuvrability for children who use wheeled supportive seating, walking frames, standing frames. There is space enough within them for non-mobile children to be on the floor exploring e.g. through rolling/crawling and for children who have no independent mobility to have floor time in a safe space where they do not feel ‘hemmed in’ by high furniture, or vulnerable as other children and adults move around close by.
* Staff working with children who have physical disabilities that require mobility support have manual handling training to ensure children can access their supportive equipment safely and are able to experience a range of positions and environments e.g. when in a standing frame.
* Most children who have a physical disability are/will be in receipt of Early Years funding providing additional enhanced ratio adult support to assist in the facilitation of their access to the nursery environments.
* Doors to classrooms are clearly labelled visually and in a tactile way so children can recognise and locate rooms.
* We have visual audits carried out to ensure we have a safe and accessible environment for blind and partially sighted children.
* We have disabled parking bays in both car parks.
* The handle to the door at our main entrance is high but this is to safeguard children. Admin staff assist with opening if needed.
* Fire alarms given through sound and light. Children who have SEND have a Personal Emergency Evacuation Plan.

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| Outcome | Strategies | Responsibility | Timeframe | Success criteria | Criteria met |
| To maintain physical accessibility and address any forthcoming necessary reasonable adjustments/adaptations promptly. | Seek information about the additional needs of children starting with us, liaise with families and other services (E.g. Physiotherapy, Sensory Service, occupational Therapy) about possible adaptations required. | SENDCo  Head teacher  Room leads  Key worker | Ongoing | Individual children can access the physical Nursery environment. |  |
| Ensure outdoor areas are fully accessible. | Regular reviews of access.  Maintenance e.g. tamps to sandpit, path to forest area, changes due to erosion e.g. tree roots. | SENDCo  Head teacher  Site Manager | ongoing | All children can have full access to the outdoor environment. |  |

**2. Curriculum access**

Current provision

* The needs of all children are met through high quality “Ordinarily Available Provision”, including a Total Communication environment.
* Room leads, key worker and SENDCo work alongside other involved services such as the Vision Impairment Team, Teacher of the Deaf, Bristol Autism Team, who support with curriculum access and outcomes for children.
* Staff training is ongoing; this nis planned in response to the individual needs of the children.
* Resources are purchased to ensure children have access to activities and experiences at their developmental levels and that are accessible.
* Children who require support “over and above” that of the “Ordinarily Available Provision” will be in receipt of Early Years Funding providing additional enhanced ratio adult support to facilitate their access to their learning resources and support individually differentiated curriculums as appropriate.

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| Outcome | Strategies | Responsibility | Timeframe | Success criteria | Criteria met |
| Differentiated curriculum resources available to support children to meet their “curricular goal” | Link to task analysis planning: identify and purchase adapted resources. | Room leads  SENDCo  Head teacher | Ongoing | Children can access the curriculum |  |
| Children with identified needs to have bespoke and differentiated planning to enable them to access key skills to work towards the curricular goals. | Task Analysis approach to planning.  Using “ladder” planning where supported.  DEYO assessment to support next steps in learning. | Room leads  Key workers | ongoing | All children can access the curriculum |  |
| Embed “ordinarily Available Provision” approach. | Use IANS OAP document to review provision and respond to training needs | Head teacher  SENDco | Complete by April 2025 | All children are learning and making progress |  |
| Write and introduce our own BG3 training programme to support all staff to better support children with additional needs to access the curriculum. | Put together a training programme to focus on basic support strategies.  Deliver the programme across a year. | Head teacher  SENDco | Written by September 24  Ongoing delivery | BG3 staff are confident to support all children to make progress. |  |

**3: Information sharing**

Current provision

* All rooms have a visual timetable on the wall to support children who have communication difficulties with understanding and anticipating their daily routines. These are usually with symbols, but tactile cues/objects of reference used if appropriate.
* Staff use single objects of reference/symbols/Makaton signs or ‘Now and next boards’ for individual children e.g. to tell a chid it is snack time if they are unable to understand the spoken language used.
* Symbols are used to support development of concepts such as colour, shape, size.
* Resources and areas of classrooms are labelled using object of reference//photo/symbol/words.
* Parents/carers receive communication, through Tapestry (on line), newsletter, through social media and via phone calls.

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| Outcome | Strategies | Responsibility | Timeframe | Success criteria | Criteria met |
| Ensure that parents/carers can access written information in alternative formats if needed. | During the Home visit find out if Parents/carers have access needs. Plan for these. | Class teams  Head teacher  SENDco  Admin team | ongoing | All parents/carers can access written information |  |