

LOW HALL NURSERY SCHOOL & WALTHAMSTOW WEST CHILDREN'S CENTRE

Accessibility Action Plan

3-year period covered by the plan: November 2014 – November 2017.

The staff and governors at Low Hall are aware of their responsibilities under the Disability Equality Act 2010.

The act states that it is against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- 'direct discrimination' – e.g. refusing admission to a student because of disability
- 'indirect discrimination' – e.g. only providing application forms in one format that may not be accessible
- 'discrimination arising from a disability' – e.g. a disabled pupil is prevented from going outside at break time because it takes too long to get there
- 'harassment' – e.g. a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation – e.g. suspending a disabled student because they've complained about harassment

Reasonable adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- changes to physical features - for example, creating a ramp so that students can enter a classroom
- providing extra support and aids (such as specialist teachers or equipment)

Special Educational Needs (SEN)

All publicly-funded pre-schools, nurseries, state schools and local authorities must try to identify and help assess children with Special Educational Needs.

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

1A The purpose and direction of the school's plan: vision and values

At Low Hall and Walthamstow West we are committed to eliminating discrimination, eliminating harassment related to disability, promoting equality of opportunity between the disabled children and other stakeholders in the nursery i.e. parents/ carers, governors and staff members. We also promote positive attitudes towards disabled people, making reasonable adjustments if necessary. To achieve the above we are committed to acting to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

We are intent on removing any barriers to achieve the above, such as physical barriers or any barriers in procedures or attitudes. Every member of staff has a responsibility to remove barriers to learning for disabled pupils.

(More information regarding our wider commitment to equal opportunities can be found in our Equal Opportunities policy.

1B: school audit

The Disability Discrimination Act defines a disabled person as someone with a physical or mental impairment which is substantial and long-term (usually at least a year) and has an adverse effect on his or her ability to carry out normal day-to-day activities. The building is fully accessible to all disabled children, parents/carers and staff. It is our intention to commission an accessibility audit in line with current legislation.

At Low Hall we are actively committed to admitting children into the nursery from the local community, 18% of the children have a Special Educational Need or have a disability. We never knowingly do not admit

a child to Low Hall because they may be disabled. Patterns of attendance are monitored for all children on a weekly basis. There is no area of the nursery curriculum or part of the nursery that we are aware is inaccessible to children or stakeholders at present. If a child is disabled then we would refine aspects of the Early Years Foundation Stage Curriculum that we teach the children. This is based on on-going assessments working towards the child achieving their full potential, whatever that may be.

Our policies on anti-bullying, school trips, the way risk assessments are carried out, learning and teaching and the administration of medicines apply to both disabled and non-disabled children with reasonable adjustments made for disabled children if necessary.

2. The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum. We have one area of the curriculum that we focus on each year. This is also documented in the school improvement plan. We draw on the expertise of external partners e.g. Speech and Language specialists, Educational Psychologists and also on ICT to enable all of the children to achieve their potential, including the disabled children. Training for staff includes e.g. managing challenging behaviour, what autism means... etc. We have high expectations of the children's levels of achievement and behaviour. We are committed to deploying our learning support members of staff as effectively as possible and make effective use of pupil grouping and peer support where necessary/appropriate. We monitor how disabled children can be enabled to make choices in play and movement around the nursery and be involved in special events such as school trips by the nursery using equipment such as standing frames and PECS (Picture Exchange Communication System), and have targets such as learning to gesture or point on children's PEPS (Personalised Educational Plans).

This plan is co-ordinated with the LEA accessibility strategy. Our school accessibility plan is co-ordinated with other services including health agencies particularly in respect of meeting the health needs of disabled children in the nursery.

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

We will have open communications with disabled stakeholders of the nursery and encourage them to be on the working party to contribute to the evaluation of the plan. One main evidence that will be used in evaluation of the plan is the progress that the disabled children are making. Other information about children with disabilities and those with SEND can be found in the nursery school's SEND and Behaviour policies which incorporate behaviour, positive handling and bullying.

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

There are no major physical barriers in or around the school.

2C: Improving the delivery to parents of disabled pupils of information that is provided in writing for parents of pupils who are not disabled:

We aim to provide information in whatever format people need such as large print. We will respond appropriately to individual needs.

3: Making it happen

3A: Management, coordination and implementation

The Governing Body takes responsibility for the school's accessibility plan

How will they set a clear direction for it ?

The SEND report will inform the governors about accessibility. The children's attainment on entry to the nursery will be measured against their attainment on leaving the nursery by the Early Years Foundation Stage Curriculum if appropriate or other more refined on-going assessments of the children, which are personalised to individual children e.g. if a child has been diagnosed with autism there is a particular assessment tool that we use to accurately record their progress.

Children on the Special Needs Register who have an aspect of SEND that could significantly impact on their progress will have their progress additionally monitored through a termly PEP (Personalised Education Plan) which are discussed and written by the child's parents, link worker and SENCO.

The Governing Body will report to parents on the school's accessibility plan, particularly referring to the following:

- the arrangements for the admission of disabled children
- the steps taken to prevent disabled children from being treated less favourably than other children
- the facilities provided to assist access to the school and in respect of children with SEND

The requirement to report on the school's SEND policy will also be included in the annual SEND report .

The evaluation of the school's accessibility plan needs to address two main questions . **Have we done what we said we would do? Has it had any effect?**

The governing body will report to parents on the school's accessibility plan and it will be linked to other reporting requirements as detailed above in respect of disabled children.

3B: Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

- It is available in the same way as the other school policies in the policy folder kept in the office which is available on request to anyone.
- A summary is in the SEND policy.
- If any stakeholder needs the plan available in a different format a member of the working party will arrange this as necessary.
- A copy of this accessibility plan is available on Low Hall's nursery and children's centre website, www.lowhallnursery.org.uk.

November 2014