

Lord Street Community Nursery School and Preschool

Access Plan

Date of policy: December 2014

Date of next review: December 2017

Accessibility Plan

Name of School: Lord Street Community Nursery School & Preschool

Completed by: Head Teacher Christine McCrone & SENCO Jan Bognar

PHYSICAL ACCESS		
Target	Strategy	Outcome
<p>-To review regularly, and at least annually as part of the review of SIP, all areas of the school in order to ensure that there are no physical barriers to access for children with a range of disabilities.</p> <p>Previous targets:</p> <ul style="list-style-type: none"> - Disabled toilet with grab rails fitted to both toilet areas in nursery. - Designated disabled car parking space created by side of car park gate close to entrance for parents of children with disability. <p>-Continue implementation of plan.</p>	<p>-To track progress against original audit information.</p> <p>-To update the LEA annually on progress and works carried out.</p> <p>-Any work to be carried out by LEA</p>	<p>-Full physical access to the curriculum.</p> <p>-Regular review of premises.</p> <p>-Accessibility Plan progress reported as part of Governors' Annual Report to Parents.</p> <p>-Both toilet areas accessible for children with disabilities.</p> <p>-Designated disabled parking area in car park to improve access to nursery.</p>

Accessibility Plan

CURRICULUM ACCESS			
Timescale	Target	Strategy	Outcome
Short term	<p>-To make all staff aware of the new Code of Practice for Children with SEND</p> <p>-Continue to ensure Inclusion embedded in practice i.e.</p> <ul style="list-style-type: none"> • Setting suitable learning challenges • Responding to pupils' diverse learning needs • Overcoming potential barriers to learning and assessment for individuals and groups of pupils. <p>-To ensure all staff use these to inform differentiated planning and provision across the school.</p> <p>-Audit of current interventions available within school plus - introduction of Thrive screening and interventions</p> <p>- introduction of WellComm screening and interventions</p>	<p>-Ongoing Inset days & staff meetings with discussion of new initiatives/developments and their implications for our children, families and the nursery as a whole.</p> <p>-Provision mapping.</p> <p>-List of outside agencies involved with children</p> <p>-Training and close liaison with Pre-school staff from SENCO and SEN team.</p> <p>-Liaison with Early Years re any extra funding needed.</p>	<p>-Raise staff awareness.</p> <p>-COP included in School Improvement Plan</p> <p>-Strategies to enable full curriculum access for pupils with a range of disabilities to be identified in all long term plans</p> <p>-All staff are aware of range of interventions available in school to meet needs of all pupils</p>

Timescale	Target	Strategy	Outcome
	<ul style="list-style-type: none"> -Staff aware of available specialist support. -Continue to ensure SEND children can be supported as needed including dinner and Pre School sessions. Looking at staffing ratios and training needs. 		<ul style="list-style-type: none"> -Embed use of Thrive and WellComm in nursery and Pre School -Staff are aware of available support. -Children are able to access extended services.
Medium Term	<ul style="list-style-type: none"> -Identify potential intake for following term/year to plan transition, liaise with other agencies involved and identify additional resources or training needs 	<ul style="list-style-type: none"> -To provide access training relevant to whole school and individual pupil needs. Ongoing process to meet the individual needs of the children in nursery. 	<ul style="list-style-type: none"> -All staff feel competent and supported in dealing with wide range of ability/disability
Long Term	<ul style="list-style-type: none"> -To develop and maintain the above on an annual basis 	<ul style="list-style-type: none"> -To provide training with appropriate support services for relevant staff 	<ul style="list-style-type: none"> -School to have a wide range of teaching styles and resources available for all areas of the curriculum -All practice reviewed on a regular basis. -Liaison with SEND Governor. -Progress reported in Governors' Annual report to Parents

Short	<p>-To identify in any materials and events where access to information may need to be altered in order to ensure that disabled or minority groups of children and/or parents have full access to information.</p>	<p>-Amend materials as and when required</p>	<p>-Plan written as required indicating</p> <ul style="list-style-type: none"> a) Formats which need changing. b) Strategies needed to do this. <p>Two bi-lingual members of staff able to provide verbal and written information</p> <p>-Family Support Worker available to support vulnerable families and those with literacy problems</p> <p>-Support Services consulted for advice if needed</p>
Medium	<p>-To audit current client groups of parents/carers and children.</p> <p>-To implement plan as needed.</p> <p>-Availability of Family Support Worker and completion of Early Assessment for some families to ensure correct agencies are involved and to ensure individual needs are met.</p>	<p>-Create alternative means of communication as needs are identified.</p> <p>-Offer support to parents with limited basic skills - staff available to help parents read forms and complete forms as required.</p>	<p>-Parents/carers feel supported and have easy access to other services.</p> <p>-FSW has access to information on children and improved links with other agencies involved to aid the information sharing process.</p>
Long	<p>-To maintain above practice and review on a regular basis</p>	<p>-Regular review of need and delivery of alternative formats as needed</p>	<p>-Information available for parents and children in a variety of formats</p>

Is your school designed to meet the needs of all pupils? – Building

Question	Yes	No
Does the size and the layout of areas – including all academic, sporting, play, social facilities; the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils?	x	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	*	
Are pathways around the school site and parking arrangements safe, routes logical and well signed?	x	
Are emergency and evacuations systems set up to inform all pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		x
Are non-visual guides used to assist people to use buildings, including lifts with tactile buttons?	Tactile tiles in nursery areas	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	*	
Are all areas to which pupils have access well lit?	x	
Are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	Advice taken from teacher of Hearing Impaired	
Is furniture and equipment selected, adjusted and located appropriately?	x	

***We review these each year looking at the next intake of children and their specific needs; changes**

are then made to meet the needs of the individual children or their parents/carers.

How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	x	
Are your classrooms optimally organised for disabled pupils, for example furniture layout, acoustics, blinds, signage, and decorative colours?	x	
Do lessons provide opportunities for all pupils to achieve?	x	
Are lessons responsive to pupil diversity?	x	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	x	
Are all pupils encouraged to take part in music, drama and physical activities?	x	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example lip reading?	x	
Do staff recognise and allow for the additional time required by some pupils to use equipment in practical work?	x	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	x	
Do you provide access to computer technology appropriate to pupils with disabilities?	#	
Are school visits, including overseas visits, made accessible to all pupils, irrespective of attainment or impairment?	x	
Are there high expectations of all pupils?	x	
Do staff seek to remove barriers to learning and participation?	x	

We have a touch screen computer and iPads in nursery, any other needs would be catered for as needed

How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		#
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, for example by reading aloud-overhead projections and describing diagrams?		#
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	x	

We assess individual needs and provide for them as and when needed

consideration when carrying out any school maintenance

Building Interior

Furniture, fixtures, Signage etc.

New reception desks or reception hatches should be at 800mm above floor level. The space beneath should be at least 700mm and project 400mm so that a wheelchair can draw up.

Ensure that any fixed computer desks have 700mm minimum gap beneath so that a wheelchair can draw up.

When altering/refurbishing teaching areas for Home Economics and Science, careful consideration should be given to ensure access to the curriculum activities for young people with disabilities. Height adjustable desks, workbenches, Home Economics bases etc. are available and circulation spaces around the room should be considered.

Equipment e.g. cookers, must be placed in an appropriate place in relation to lighting.

Tables and chairs should be arranged to allow circulation space for children with disabilities. These should be chosen to provide colour contrast with the flooring/walls, and highly polished surfaces such as chrome legs should be avoided as they may present problems for children with visual impairments.

Signage should be clear and well contrasted. The letters should contrast with the sign background and the sign should contrast with the wall. Ensure that font size is suitable for the situation.

Picture symbols are useful for nursery age children or with learning difficulties such as Autistic Spectrum Disorders/Language and communication difficulties.

- Avoid homemade signs that are laminated in high gloss plastic, or placed behind glass, for example on doors as they cause glare and reflection.
- Plain glass doors and full-length windows have some markings at low level.
- If the reception desk is behind a fixed, glazed screen or in a large and noisy waiting area, an induction loop should be provided.

Decoration, floor coverings etc.

- Colour schemes have often been chosen to provide colour and tonal contrast for pupils/adults with visual impairments. When redecorating ensure that adequate contrast is provided in any new colour scheme, particularly doors/walls, walls/floors, floor/ceiling and handrails, grab rails/walls. Avoid using busy/distracting wall finishes.
- Floor finishes should be securely fixed.
- Avoid highly polished floors, which create glare.

Access for Deaf and Hearing Impaired Pupils

Noise

Within the classroom:

- Carpets are recommended.

- Chair and table legs should be rubber tipped.
- Heaters, strip lights etc. should be regularly serviced to reduce background noise.
- Hearing aid users will be affected by noises from outside the classroom such as traffic and lawnmowers...Ideally windows should be double-glazed. Alternatively, whenever possible, classes with deaf children should be timetabled away from the noisiest areas.
- Reverberation (echo). Plain walls can lead to considerable reverberation in a classroom. This may be reduced by:
 - wall displays;
 - curtains and blinds on windows;
 - carpeting;
 - acoustic tiles on high ceilings.

Lighting

- To facilitate communication through lip-reading or through sign:
- A consistent level of lighting is necessary in all classrooms.
- Blinds/curtains should be fitted to windows. See Visually Impaired notes

Access for Visually Impaired Pupils

- Lighting should provide a consistent level of illumination in the classroom, corridors and stairways.
- Avoid glare from windows on bright days, windows should be fitted with blinds or curtains. It is preferable that anti-glare film is used as curtains reduce natural light. This is particularly important with the use of white boards, avoid chalkboards.
- The edges of all steps and stairs must be well contrasted, preferably with white or yellow strips. All steps/stairs should have handrails fitted, inside and outside.

- All handrails should be highlighted to contrast with background. Use tactile floor markings at the top of flights of steps.
- All mats and carpets must be securely fixed and any holes/tears repaired quickly. Recessed mat wells can be hazardous.
- All broken paving and uneven surfaces should be repaired and regularly checked. (This is essential for the health and safety of all children but particularly those with low vision.)
- All signs round the school should be clearly printed with lettering well contrasted against its background.
- Fixtures such as fire extinguishers/waste bins/coat racks that are attached to the wall could be a hazard. They should be recessed, clearly highlighted or padded. Coat racks/hooks should be clearly contrasted against the wall.
- The floors in corridors and communal areas must be kept clear of clutter.

Access for visually impaired parents

If parents have a visual impairment, schools are advised to confirm which format is most suitable for the provision of information. This may be:

- large print;
- disk;
- audio tape.