



Rawmarsh & Arnold Nursery School Federation

Accessibility Plan

Statement of intent

This plan outlines how Rawmarsh and Arnold Nursery schools aim to increase access to education for pupils with disabilities, in the three areas required by the planning duties in the Equality Act 2010. (I.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty

1: Curriculum

School Curriculum
Identifying Barriers
• Monitoring of teaching, learning support and impact on progress • Data analysis by teachers and SLT at termly pupil progress meetings • Review of One Page Profile (or equivalent document) for pupils with SEN/D • Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school • Governor visits
Summary of progress to date in the last 3 years
• Overhaul of indoor and outdoor curriculum to ensure differentiated continuous provision and staff training as part of Quality First Teaching • Staff attended Speech and Language Training as a standing agenda item on annual CPD • Specific Staff attended Early Years ASD Sensory Training along with intensive interactions and sensory profiling • Further development of the sensory SEND space to ensure it can be accessed and used for multiple purposes • Multi-sensory resources to be purchased to exemplify the key texts in a variety of ways • PECS and attention autism training purchased for SEND team members
Objectives for Improvement 2023-2026
• Further team members to be trained in Widgit and Makaton responding to increased need • Purchase of resources matched to individual needs of children with SEND • Ensure visual prompts such as objects of reference and symbols are included in all areas of provision to support children with SLCN • Create and implement a divergent curriculum with a comprehensive training package for all staff members
Monitoring of plans
This plan to be monitored by the governing body, SENCO and other relevant staff.

2: Physical environment

Access to Physical Environment
Identifying Barriers
• Action planning following site inspections by relevant personnel (e.g. Business Manager, SEN Governor, H&S Governor) • Feedback from users of the school • Needs review for admission of pupils through discussion with the Headteacher/SENCO and liaison with EYSEND and Health Visitors • Review of One Page Profiles (or equivalent document) for pupils with SEN/D
Summary of progress to date in the last 3 years
• Creation of dedicated small group SEND provision for children with varying needs. To be accessed as interventions and extension of provision dependant on requirement

Dedicated low stimuli spaces developed including quiet room and sensory room. These are in addition to the snoezelen and Thrive space
Objectives for Improvement 2023-2026
- Emergency Evacuation Plans to be updated as and when required - Personal Emergency Evacuation Plans (PEEPS) to be drawn up for children with SEND & implemented as and when required - Where school areas are painted under routine maintenance, to include contrasting colours to support sensory needs - Further develop the outdoor space within the provision of the sensory and quiet room - Nest outdoor space, Arnold, to be re-designed - Disability grant to be submitted for both schools to create outdoor specific sensory spaces
Monitoring of plans
This plan to be monitored by the governing body, SENCO and other relevant staff.

3: Information

Information
Identifying Barriers
- Communication methods to be further reviewed to ensure effective communication is occurring with all parents - Parents can feel over whelmed with too much information when their child is at the beginning of their educational journey - Delay of information sharing from other agencies and organisations
Summary of progress to date in the last 3 years
- Additional communication methods have been reviewed: - The website has been reorganised providing more clear and concise information for parents - Standardisation of forms and consent signing has been established across the federation - Social media, as an information sharing tool, has been prioritised - Widgit to be used for posters and information displayed in the schools
Objectives for Improvement 2023-2026
- Standardised pre-term visits are to be in place, so information can be shared at the earliest points - SEND support groups to continue to grow and develop, to include more guest speakers with returns from SENDIASS and FIS as well as SALT and CAAMHS - Outreach and family support to form part of the transition process for F1 - Termly 1:1 pastoral meetings to be held with families within the SEND register
Monitoring of plans
This plan to be monitored by the governing body, SENCO and other relevant staff.

1. Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is October 2025. Any changes to this plan will be communicated to all staff members and relevant stakeholders.