



Batford Nursery School & Day Care

BATFORD NURSERY SCHOOL Accessibility Plan 2023-2026

Version	1.0
Based on Model Policy	N/A
Review body:	Governing Body
Date issued:	October 2023
Review frequency:	Three years
Target audience:	All stakeholders

Version	Date	Notes
V1.0	Oct 2020	Policy approved by GB
V1.1	Oct 2023	Action Plan updated.

Batford Nursery School and Day Care is committed to:

- Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British Values, including 'extremist' views, will be actively challenged.

BUILDING STRONG FOUNDATIONS FOR OUR CHILDREN

Batford Nursery School and Day Care, Holcroft Road, Harpenden AL5 5BQ

Accessibility Plan

Batford Nursery School's provision is based on a culture of high expectations for all. The School is committed to the effective and sustainable use of resources to develop access to the provision for all children. We endeavour to ensure that our attitudes to accessibility reflect the views, wishes, aspirations and concerns of parents and children.

This accessibility plan covers how Batford Nursery School will:

- increase the extent to which children with a disability can participate.
- improve the physical environment to enable the children with a disability to take better advantage of the education, benefits, facilities and services provided
- improve the availability of accessible information for children with a disability.

In developing this plan we have considered the school's current provision and facilities and how the intent and implementation of the plan will be evaluated.

Early Years Foundation Stage Requirements

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes equality of opportunity and anti-discriminatory practice, requiring providers to ensure that every child is included and supported.

The following specific requirements with regard to access for children with disabilities apply.

- Section 3.57 states that premises and equipment must be organised in a way that meets the needs of children.
- Section 3.58 states that providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).
- Section 3.67 states that providers must have arrangements in place to support children with Special Educational Needs or disabilities (SEND) — maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the SEND Code of Practice.

Equality Act 2010 Requirements

Under the Equality Act 2010, all organisations are required to promote equality for a children with a disability in every aspect of their work, including access to buildings and services. According to the Act, providers must not discriminate against any child in the provision of education or access to any benefit, facility or service.

Both direct and indirect discrimination are against the law. Direct discrimination against a child with a disability would be treating them less favourably because of their disability, such as refusing admission to a child because of their disability. Indirect discrimination would be applying a provision, criterion or practice that puts, or would put, a child with a disability at a disadvantage compared with someone who does not have a disability.

Disability is defined in the Act as a physical or mental impairment that has a substantial and long-term adverse effect on the ability of an individual to carry out normal, day-to-day activities. The definition is broad and covers children with a wide range of impairments, including:

- physical disabilities
- learning disabilities, such as dyslexia
- developmental disabilities, such as autism
- speech and language impairments.

Under the Equality Act, organisations have a duty to make “reasonable adjustments” so that children with a disability are not placed at a disadvantage. As a maintained nursery school, we also have a duty under the Act to:

- have in place an Accessibility Plan showing how we are planning strategically to increase disabled access over time
- provide auxiliary aids (and services) for children with a disability to overcome any disadvantage.

The Act’s provisions for most protected characteristics require equal treatment. The “positive action” disability provisions are slightly different. They state that organisations may treat children with a disability more favourably than those who do not have a disability. There is, therefore, scope to be proportionately proactive in actions to provide enhanced access for children with a disability wherever access is perceived to be disadvantaged or attainment low.

Improving Attitudes to Disability

Batford Nursery School accepts that the challenging of discrimination and the successful integration of a child with a disability has as much to do with the removal of attitudinal barriers as with the removal of physical barriers.

Positive attitudes towards disability will be encouraged at all times. Children with a disability should be encouraged to have a positive attitude towards themselves and their abilities and to participate fully in all activities.

Staff have a huge role to play in acting as role models in demonstrating positive attitudes towards children with a disability and training - including equality and diversity training and instruction in appropriate communication skills – will be provided as appropriate. The School aims to encourage and help children with a disability to be as independent as possible. The overall approach will be included in a personalised plan of care for each child, taking into account their wishes and those of their parents, carers and others involved in their care.

Action plan

The school will always respond reactively to any specific needs presented by children or staff, where the curriculum, physical environment, or access to information would otherwise be detrimental to an individual's participation in school life.

This plan sets out how we proactively seek to ensure that children with a disability are not disadvantaged at Batford Nursery School.

Area for Development	Action	Who responsible?	Long, medium or short-term?	Notes
Curriculum				
Focus on Speech and Language Development	Wellcomm programme. Children are assessed and an individual programme is delivered. Working closely with the Speech and Language Therapist (SALT). Targets set in consultation with parents. Targets regularly reviewed. Staff training needs identified and delivered.	SENCO Teachers	Short (ongoing)	
Nurture	Nurture programme for vulnerable children, to aid settling in and encourage access to nursery education. Children identified for individual targeted support delivered by Art Therapists. Teachers and Key persons identify those children who need some extra support in relation to varied reasons including friendships, separation anxiety and access to the curriculum.	SENCO Teachers Key practitioners.	Short (ongoing)	

IT resources	Use of: • touch-screen computers • easy-to-use keyboards • interactive whiteboards • software that connects words with pictures or symbols.	SENCO	Medium	
SEND attainment	Data and information is routinely collected about the performance and attainment of children with special educational needs and disabilities (SEND). The data is regularly analysed with regard to making improvements and to close any attainment gaps.	Head Teacher SENCO	Short (ongoing)	
Physical environment				
SEND access within the classroom	Guidance is sought from specialists, which include the Hearing Impaired Service, autism Service, Advisory Teacher, Visual impairment Team and SALT. Their advice is taken in arranging classrooms for maximum benefit to children with SEND.	Head Teacher SENCo	Short (ongoing)	
Access for all, particularly those with mobility/visual impairments	Effective day-to-day vigilance to ensure walkways not obstructed, e.g. being narrowed by deliveries.	All staff	Short (ongoing)	
Wheelchair access from classrooms to dining room	Currently wheelchair access is via external footpaths from Library Door to Reception. This would be reviewed in the event of wheelchair user being admitted to school (or staff) roll	Headteacher	Long	

Access to Information				
Clear signage	Signage within the classrooms to be clear and 'information overload' avoided.	Teachers	Short (ongoing)	
Makaton signing	Continued promotion of Makaton signing, including 'Word of the Week'. Makaton signing is incorporated throughout the session. Makaton is used with children who have a speech, language and communication need (SLCN).	Teachers Key practitioners.	Short (ongoing)	
Provision of information for parents	The SEND report is published on the school website. The SENCO, teachers, key practitioners work closely with parents to share information.	SENCO Teachers Key practitioners	Short (ongoing)	