



Thornton Heath Nursery School Accessibility Plan



Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Section 1 Principles and Values

Thornton Heath Nursery School (THNS) is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our nursery school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The nursery school supports any available partnerships to develop and implement this plan.

THNS has adopted this accessibility plan in line with the nursery school's Special Educational Needs Policy and SEND School Information Report, with the aim of ensuring that the nursery school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our Special Educational Needs Policy and SEND School Information Report outlines the provision that our nursery school has in place to support pupils with special educational needs and disabilities (SEND), and the nursery school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the nursery school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the nursery school will manage this part of the SEND provision.

Our nursery school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the nursery school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the nursery school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

Section 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Section 3. Review

The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school annually in order to inform the development of a new Accessibility Plan for the ongoing period.

Section 4. Accountability

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan annually.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Guidance
- Health & Safety Policy
- Special Educational Needs Policy
- SEND School Information Report
- Behaviour Policy
- Nursery Improvement Plan
- Race Relations and Equal Opportunity Policy

Section 5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

| Aim | Current good practice | Objectives- short/medium/long | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Our nursery school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>To meet the needs of all pupils who attend the nursery school now and in the future</p> | <p>Audit of pupil needs and staff training to meet those needs</p> <p>Continue to keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback</p> <p>Continue to provide regular training and learning opportunities for all staff on the subject of SEND and SEND teaching; nursery school staff should be up to date with teaching methods</p> <p>The nursery school will make reasonable adjustments for individual students who need extra provision than that which is already in place to make</p> | <p>Inclusion manager / Head of Nursery</p> | <p>Sept '21</p> | <p>All pupils will have access to all nursery school activities, successfully participating in the whole curriculum</p> |

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| | <p>The nursery school ensures that individual or group intervention is available where it is felt that pupils would benefit from this provision</p> <p>The nursery school works with a variety of multi agencies including educational psychology, hearing impairment unit, occupational therapists, physiotherapists, Speech and Language therapists, Early Years Send team and health visitors. Plans are put in place where needed and recommendations followed up</p> | | <p>sure that all students are involved in every aspect of nursery school life, and that all barriers to learning are removed</p> | | | |
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Personal hygiene room • Books accessible at wheelchair-accessible height • Double handled doors where necessary to prevent access to / leaving areas unsupervised • Clear visual signage | <p>To ensure the whole school environment is accessible to all pupils, regardless of disability</p> | <p>Create a sensory garden to support those who are sensory seeking but prefer outdoor learning experiences</p> <p>Install a sensory "shed" in the nursery room to support children who are sensory seeking and those with social and emotional needs (current sensory room can not be independently accessed by all as it is</p> | <p>Inclusion manager / Head of Nursery</p> | <p>Summer 2022</p> | <p>Children in the nursery room will be able to independently access sensory areas provided</p> |

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| | <ul style="list-style-type: none"> • Contrasting floor coverings to highlight transitional areas (VI chn) • Contrasting colours used on fencing to show boundaries (VI chn) • Yellow lines/strips are painted in appropriate areas for those who are visually impaired. <p>The nursery school has a sensory room in the pre-nursery to support children who are sensory seeking and those with social and emotional needs</p> | | situated in the pre-nursery room) | | | |
| Improve the delivery of information to pupils with a disability | <p>Our nursery school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations • Visual prompt cards • Makaton signing • Clear routines • Smaller groupings <p>We have access to staff trained in British Sign</p> | To meet the needs of every pupil / parent/carer when accessing information within the nursery school | <p>Ensure that all new staff are appropriately trained in using Makaton / carry visual prompt cards at all times</p> <p>Continue to build a bank of core book QR codes for children to access independently</p> | Inclusion manager / Head of Nursery | Ongoing | The nursery school community will effectively access communications |

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| | Language to support hearing impaired families We have a range of core books that can be accessed through QR codes on iPads allowing pupils to independently listen to their favourite stories | | | | | |
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If future pupil needs / requirements are identified, suitable resources / support and training will be addressed.