



## Accessibility Plan 2017-2020

### Accessibility Plan/Disability Equality Scheme

#### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 (revised in 2005) to cover education. The Governing body has three key duties towards disabled pupils under Part 4 of the Disability Discrimination Act 1995:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

(See Appendix 1 for the legal framework)

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

At Hadfield Nursery School our aims are:

- To have high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life

(not all children who are defined as disabled have SEN but have rights under Disability Discrimination Act-for example those with severe asthma, arthritis or diabetes)

- To maintain an inclusive ethos
- To ensure a high quality child-centred and balanced curriculum addressing the needs of all children

- To have systems which enable the early identification of barriers to learning and participation and to focus on removing these barriers
- To embrace equal opportunities for all members of the school community, including high expectations for all pupils and groups of pupils

## **AIMS OF THIS PLAN**

At Hadfield Nursery School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for people with a disability to:

- improve access to the physical environment,
- increase the extent to which all pupils can participate in the different areas of the Early Years Foundation Stage curriculum
- improve the availability of accessible information to disabled pupils and or parents.

Compliance with the disability duty under the Equality Act is consistent with the school's aims, development plans, Equality Policy, and the operation of the school's SEND policy.

This Accessibility Plan will, therefore, be the process of addressing the needs of disabled people through specific targets.

Attached is an action plan showing how the school will address the priorities identified.

## **OBJECTIVES OF THIS PLAN**

The key objectives of our Accessibility Plan are as follows:

- We are 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.
- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their

preferred learning styles; and we endorse the key principles in the EYFS which underpin the development of a more inclusive curriculum

### **CURRENT PUPIL DATA & SCHOOL AUDIT**

Details about the children with SEND currently attending our school can be found in the SEND register held by the Headteacher. The school will endeavour to make reasonable adjustments to accommodate the needs of these children on a 'as needed' basis.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- in order to ensure that our data is up to date and accurate we will liaise with the Local Authority and the Health Visiting Service so as to identify and therefore plan a response to students with a disability well before they arrive.

### **FINANCIAL PLANNING AND CONTROL**

The Head teacher, together with the Finance Committee will review the financial implications of the School's Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

Hadfield Nursery School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

### **MONITORING THE PLAN**

Governors will check that there has been:

- *success in meeting identified targets;*
- *changes in physical accessibility of school buildings;*
- *the opportunity for stakeholders e.g. parents, pupils and staff, to comment on the school's ability to promote access to educational opportunities for pupils with disabilities;*
- *improved levels of confidence in staff in reducing the obstacles to success for any pupils with additional needs;*
- *recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;*
- *levels of progress for pupils with disabilities at least equal to those of their peers;*

- *Ofsted inspections that identify high levels of educational inclusion*

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- *providing targeted training for staff on the needs of particular pupils;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *seeking support/advice from outside the school, from services, other agencies and organisations;*
- *ensuring that the school is aware of all support services that provide advice to schools and staff.*

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## HADFIELD NURSERY SCHOOL ACCESSIBILITY PLAN 2017-2020

### Improving the Physical Access

Targets	Strategies and cost	Success Indicators	Timeframe	Evaluation
Making the main area of nursery accessible to those with hearing impairments by reducing noise levels in the main area of nursery	Seek advice from specialist company (with the support of LA surveyor) regarding detailed plans for the number, size and costs of installation of sound absorbing panels. Cost: To be confirmed	Noise absorbing panels installed as far as practically possible. Consideration given to a programme of installation should costs be high.	2017-2020	
Nursery environment adapted as required to facilitate disabled access to all areas, depending on the needs of individual pupils	To survey and adapt the environment as required, with support and advice from the appropriate learning support service in LA. Cost: Dependent on adaptation	Improved access to learning areas for disabled pupils	As required	

## HADFIELD NURSERY SCHOOL ACCESSIBILITY PLAN 2017-2020

### Improving Curriculum Access

Targets	Strategies and cost	Success Indicators	Timeframe	Evaluation
Children with Speech, Language and Communication delays are supported using staff resources more efficiently and in partnership with parents.	Whole staff training in Early Talk Boost. Introduce this intensive programme with children evidencing delay in development of spoken language skills. Use the books linked to the programme to send home for parents to share with identified children. Cost: £1000 training and programme resources.	Children are identified are included in small groups to undertake the intensive programme. Parents use the linked books at home.	From Autumn term 2017	
Ensure that pupils with additional needs continue to be well supported	Continue to deploy SENTA and Teaching Assistants to support children with additional needs. Cost: Enhanced resource funding budget.	Children with additional needs supported where necessary.	As required	
Increase the ability of the staff to recognise and support children with	Whole staff training Cost: To be confirmed	Earlier identification of children with sensory issues. Staff will appreciate the	2018/19	

sensory issues.		needs of children with sensory issues.		
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## HADFIELD NURSERY SCHOOL ACCESSIBILITY PLAN 2017-2020

### Improving Access to Information

Targets	Strategies and cost	Success Indicators	Timeframe	Evaluation
To make nursery planning more accessible to all parents and carers.	Use of large planning display boards within each activity area of nursery. These will include a mixture of clear text, photographs, pictures and models. At the end of each 'project', the content of the planning boards will be photographed to be put into A3 books, which will be available for parents and children. Cost: from budget for printing and learning resources.	Planning boards are used as on-going summary of the project planning in that area of nursery.	Autumn 2017	
To make nursery policies and information more accessible to parents and carers	Develop a wider range of shorter information leaflets which summarise and explain some important nursery policies and curriculum information. These will be in an accessible format,	A variety of leaflets are available, some given to parents on home visits and induction sessions. These will also be accessible	Beginning to be developed from	

	with use of 'frequently asked questions' and pictures/photographs with fonts which are more accessible.	in the children's entrance area.	Autumn 2017	
To ensure all children can access written and pictorial information in school	Ensure the environment is set up with low level photographic, pictorial and written text so it is easily seen by all children.	Children able to see displays and access content easily.	From Autumn 2017	

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## Appendix 1

### LEGAL FRAMEWORK OF THIS POLICY

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school/setting must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school/setting to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school/setting could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

### DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

#### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

### Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

### REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school/setting.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.