Grandpont

NURSERY SCHOOL & CHILDREN'S CENTRE

Access Plan

Grandpont Nursery School and Children's Centre

Grandpont Nursery School Access Plan

Grandpont Nursery School is an inclusive school. We actively seek to remove barriers to learning and participation.

Date of Plan: March 2016

Date of Review: March 2019

Introduction

The governing body has three key duties towards disabled children:

- To improve the physical environment
- To increase access to the curriculum
- To make improvements in the provision of information

Definition of Disability

Disability is defined in the Equality Act 2010. It states in Section 6 (1) that a person (P) has a disability if:

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

Contextual information

This access plan has been written at a time when the Centre and County Council is experiencing significant budget cuts. However, the plan has been written in the context of what would be deemed desirable when funds are available.

To improve the physical environment

The school will take account of the needs of children, staff and visitors with disabilities when planning and undertaking future improvements and refurbishments of the site and premises. There is access to outdoor learning at all times.

Resources and furniture will be arranged to allow individuals to access to all areas as independently as possible, in particular for those children who may depend on the use of mobility aids.

Professional advice from the SENSS Team may be sought on environmental issues and for any specialist equipment which may be required, if not already in school.

Target	Strategies	Time Scale	Responsibility	Success Criteria
To review annually all areas of the school in order to ensure that there are no barriers to accessibility for children, staff and visitors with disabilities	To track progress of any identified issues and concern areas annually.	Annually in March	Senco	School building annually reviewed. Full accessibility to the building for all.
To improve changing facilities for children who are not toilet trained in the Nursery	Purchase of a larger changing mat	May 2016	Senco	Changing of children in nappies is discreet and comfortable for the child and member of staff
To ensure access to children's toilets is clear and visible	Add signage on the ground in the Nursery which directs children to the toilet	June 2016	Senco	Children can quickly see the way to the toilets
To ensure mirrors are at a level that can be used	Fit mirrors at a lower height	June 2016	School Business Manager	Wheelchair users have access to mirrors
To add a hearing loop to the community room	Purchase and fitting of a hearing loop	2017/18	To be allocated when funds available	Staff, parents and visitors with hearing impairments can access the hearing loop for meetings

To improve access arrangements to the car park and building	Provide the office phone number on the gate Intercom system at gate Access button for wheelchair users at main entrance	Septembe r 2016 2016/17	School Business Manager	Wheelchair users can gain access to the carpark and building independently
To improve access to fob system for disabled staff/governors/visitor s	Review security system to ensure fobs are lower on doors	When security system is reviewed	To be allocated when funds available	All potential staff/governor s and visitors would be able to use the fob system
To ensure all children can access water to wash their hands	Replace taps with lever-handles	When taps are replaced	To be allocated when funds available	All potential children would be able to access water to wash their hands independently

To increase access to the curriculum

Grandpont Nursery School is responsible for providing a broad and balanced curriculum, differentiated to meet the needs of individual children and their preferred learning styles.

The school provides additional provision to enable children to access the curriculum.

Grandpont Nursery School considers the needs of a range of children with disabilities and prospective children, staff and visitors with disabilities. We encourage information relating to disabilities to be shared during our admissions process.

Staff will use a variety of approaches when planning and delivering the curriculum to draw on the differing strengths and aptitudes of the children. The outside learning environment is accessible to all.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school follows the advice of Local Authority services, such as specialist teachers, the Educational Psychology Service and appropriate health professionals from the local NHS Trusts, etc.

Target	Strategies	Time Scale	Responsibility	Success Criteria
To raise staff awareness of the range of disabilities in the present cohort of children	Weekly records meeting Staff to receive appropriate training where necessary	Continuous	Senco	Raise staff awareness and confidence
To ensure all children are able to access the EYFS at an appropriate level	Tracking monitored termly Adjustments made to provision where necessary	Continuous	All staff	Children able to fully access the curriculum.
To ensure differentiation is in place in all planning and provision across the school	Review current practice and plan for future requirements	Continuous	All staff	Progress is made by all children. Progress is carefully monitored.
To ensure all interventions are targeted appropriately and that appropriate support from external agencies is requested.	SENCO to review termly	Continuous	Senco	Progress is made by all children. Progress is carefully monitored.

To ensure that in the course of planning for the following term arrangements for both staff and children take account of all additional needs	Become aware of needs of next cohort of children through our admission procedures. Set up meetings with parents/other professionals involved/home visits etc.	Continuous	Senco	Children and staff are appropriately placed in the nursery.
To provide a quiet space for children who may experience hyper- and hypo- sensory issues	Consider possibilities for a quiet sensory space alongside plans for a new cloakroom and changes to other spaces in the centre	July 2016	Nursery staff team	There is a quiet/sensory space for children to withdraw to if they become over whelmed
To promote the use of sign language across the setting	Staff with knowledge of sign language to share their expertise with others. Incorporate into daily practice and encourage all staff to use regularly. Training if available for staff in day care and Nursery	Summer 2016 – Summer 2017	All staff	Sign language is integral to the work of all staff in the setting and children with language difficulties or delay are supported by this
To ensure ramp access to the indoor and outdoor sandpits	When any adaptions are made to the sandpits ensure ramp access is included		Allocate when funds available	Wheelchair users can access the sandpits independently

To make improvements in the provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The school will provide this within a reasonable period of time and in a format taking into account the views expressed by parents or carers about their preferred format.

Target	Strategies	Time Scale	Responsibility	Success Criteria
To provide information on our website encouraging parents and visitors to disclose information relating to their own disability or that of their child	Statement included on website	May 2016	Lorna/Sue	Parents and visitors inform office staff of information relating to their own disability or that of their child
To improve signage of the centre from outside the grounds and of areas within the site	Signs clearly show the entrance for Nursery and Mulberry room	When funding is available	Headteacher	There are clear signs outside and across the centre
To improve signage to the disabled toilet	Fit disabled sign on outside of red door in the entrance area	July 2016	School Business manager	Access to a disabled toilet is clearly visible from the entrance area
To ensure visitors do not feel anxious about opening doors into the setting.	Add push/pull signs to all doors	May 2016	School Business Manager	It is clearly visible how the doors should be opened

This plan was put together with the help of Jessica Dawson (Early Years Special Educational Needs Inclusion Teacher lead for the Central team) Heather Varden (Specialist Advisory Teacher, the Physical Disability County Team) and Marie Tidball (Governor of Grandpont Nursery School).

It has been shared with the senior leadership team and members of the governing body.

Approved on behalf of the school by:

Chair of Governors..... March 2016

Head teacher..... March 2016