

Grandpont Nursery and Childcare Centre Accessibility Plan 2021 – 2024

The Equality Act 2010 replaced previous discrimination law providing a single piece of legislation covering all types of discrimination which are unlawful. Under the act, schools and Local Authorities must carry out accessibility planning for children with disabilities.

Our duty to make reasonable adjustments is an anticipatory one and, therefore, we will consider in advance what disabled pupils might require in order to be able to participate fully in all that is on offer for every child in the school.

At Grandpont we have a commitment to equal opportunities for all members of the school community. Our accessibility plan outlines the intention to identify and remove any barriers for people with a disability.

In order to strengthen our commitment to inclusion this plan addresses steps to:

- Increase the extent to which disabled pupils can fully participate in the curriculum.
- Improve and maintain access to the physical environment.
- Improve the availability of accessible information to disabled pupils, parents, staff and visitors

The Accessibility Plan operates in line with the Grandpont Nursery and Childcare Centre's:

- Development Plan
- SEND Policy
- Teaching and Learning Policy
- Equality Policy

The Accessibility Plan will be reviewed annually and new plans drawn up every three years.

How well can disabled children engage in the school curriculum?
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What is already in place?

All staff have a good understanding of principles of inclusion, diversity and equality of opportunities.
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Staff use sign, visuals and communication strategies to support developing language, where appropriate
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Staff are sensitive and skilled at recognising and supporting children's feelings and emotions.

Staff understand and will support children with SEND with social interactions, as they may find peer friendships more difficult to establish and maintain.
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The nurturing environment provides children with SEND, a safe, secure and familiar experience throughout their session.

Individual support plans for children with SEND, ensure that all recommendations are implemented from multi agencies, and that parent's voice and aspirations for their child is paramount.

What do we need to do?	Timeframe	Who leads?
Ensure comprehensive transition process for children entering the nursery	Ongoing	SENCo
Increase visual information (general and targeted), in and outdoors, to support understanding of language	Ongoing	SENCo
New staff to receive appropriate support and induction in order to support disabled pupils effectively	Ongoing	HT
Establish close liaison with parents to create a relationship where parents feel comfortable to discuss needs or concerns.	Ongoing	All staff
Continue to develop outdoor area by increasing accessible areas	Ongoing	All staff
Continue to develop the sensory room to provide a calm yet stimulating environment for those children with SEND	Ongoing	HT, SENCo
To ensure differentiation is in place in all planning and provision across the school, to review current practice and plan for future requirements, to monitor progress carefully.	Ongoing	HT, All staff

How accessible is the physical environment?
<p>What is already in place?</p> <p>The school building is compliant with requirements stated in the Equality Act 2010 for example, the entrances are either flat or ramped with rails. This includes the entrance to the outdoor play areas; all doors are wide and without steps; disabled access toilets; external doors are automated and the signing in table is low.</p> <p>Car park access given to parent with child with physical disability.</p> <p>Quiet areas are used daily as part of continuous provision</p> <p>School trips are carefully planned and risk assessed taking into account appropriate child/adult ratios.</p> <p>Liaison with outside professionals regarding appropriate environment for specific children.</p> <p>An adapted space dedicated to the well-being of children with SEND, that provides a calm, quiet, stimulating area, that incorporates sensory experiences.</p>

What do we need to do?	Timeframe	Who leads?
Continue to develop outdoor facilities to maintain the inclusive, stimulating, child-focused play areas.	Ongoing	All staff
SEND Review and Audit to reflect on practice, resources and spaces for children with SEND. Ensure corridors and routes of travel are clear and uncluttered.	Complete by end of Spring Term 2022	SENDCo with all staff.

How can we improve access to information for disabled pupils and parents?
<p>What is already in place?</p> <p>Staff plan, differentiate and use a variety of teaching styles in order to meet the needs of all children.</p> <p>Close liaison with outside professionals.</p> <p>Provision of interpreter where appropriate at parent meetings.</p> <p>Offer of translation of written and electronic information e.g. leaflets, letters</p> <p>Signposting of parents/carers to the Oxfordshire Local Offer for support and advice.</p> <p>Visual support, visual timelines, labels on storage, to help children request their needs and wants.</p> <p>Children's books to ensure the variety available reflects the diversity of the school community.</p>

What do we need to do?	Timeframe	Who leads?
Continue to develop practice of holding transition meetings with parents and other involved professionals prior to child starting at nursery in order to be fully informed of needs of child and parents.	Ongoing	SENCo
SEND Review and Audit- to ensure all staff have a clear understanding of information sharing with parents.	April 2022	SENCo
Recognise that some parents may have limited literacy skills and may appreciate private time with a staff member to look at pertinent letters and information.	Ongoing as required	All staff
Staff to be available to offer support with form filling for parents.	Ongoing as required	SENCo
Ensure disabled parents have every opportunity to be involved by use of interpreters including sign/BSL; letters home in large print, emailed or invitation to come into the Centre to discuss issues	Ongoing as required	SENCo/HT