



BAYLIS COURT NURSERY SCHOOL

ACCESSIBILITY POLICY

2020 - 2023

1. 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 children can participate in the curriculum
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Equality and Inclusion Statement:

“We believe all children should have access to the whole curriculum and have equal opportunities to learning. All children learn through first hand experiences and have the opportunity to handle real objects. We aim for all children to become independent learners and have the ability to participate and achieve in every aspect of school life.”

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.

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

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in 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 children, parents, staff and governors of the school].

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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



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Improving the Physical Access at Baylis Court Nursery School					
What are we going to do?	How are we going to do it?	Staffing	Timescale/resources/costs	Monitoring	Success Criteria
1. Nursery is aware of the access needs of disabled children, staff, governors, parents and carers.	<p>Create access plans for individual disabled children as part of the IEP process as necessary.</p> <p>Information requested on application forms when parents register their child for a place. Meet identified needs in everyday practice, Inset and meetings.</p> <p>Questions included in confidential pupil information questionnaire about parents/carers access needs.</p>	Head teacher.	<p>As necessary for disabled children.</p> <p>Annually.</p> <p>As part of application and induction process.</p>	<p>SENDCo.</p> <p>Head teacher.</p> <p>Office manager.</p>	<p>IEP's in place for all disabled children. All staff aware of children's access needs.</p> <p>Raised confidence of staff and governors in commitment to meet access needs.</p> <p>Parents able to fully access all school activities.</p>
2. Improve signage and external access for visually impaired adults/children.	Audit all areas of the school. Identify where signs for visual impairment need to be improved.	Head teacher.	End of spring term 2021.	Head teacher.	Safety for the visually impaired improved within the nursery environment.
3. Ensure that all disabled children can be safely evacuated.	Put in place Personal Emergency Evacuation plans for identified children as necessary.	Head teacher	Review termly as part of induction.	Head teacher.	Staff are confident in the evacuation of disabled children in the event of a fire.
4. Make entry to nursery more accessible for wheelchair users and others.	Identify how front gates can be made accessible friendly without compromising site safety and security	Slough Borough Council.	End of spring term 2021.	Head teacher.	Disabled children and visitors are able to access the nursery building.
5. Ensure all fire escape routes are suitable for all.	Ensure compliance with appropriate regulations for nursery new build.	Slough Borough Council.	Upon occupation of nursery school new build.	Head teacher.	Fire escape routes in place and all staff have



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					understanding of evacuation procedures.
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Improving the Access to the Curriculum at Baylis Court Nursery School

What are we going to do?	How are we going to do it?	Staffing	Timescale/resources/costs	Monitoring	Success Criteria
1. Ensure all staff have access to specific training on disability issues.	Identify training needs as necessary for individual children. Audit staff needs and inform through the performance management process. Specific on-going training for autism in the resource base and as children access the main nursery.	Head teacher. SENDCo.	Ongoing.	Head teacher. SENDCo	Raised confidence of staff in strategies for differentiation and increased child participation.
2. Ensure all staff are aware of curriculum access for disabled children.	Share IEP information to staff. Information shared at whole staff meetings as identified children begin at nursery. Information shared at individual team level.	Head teacher. SENDCo.	Ongoing and as necessary.	Head teacher. SENDCo.	All staff aware of curriculum access needs for individual children. All staff are aware of individual care plans for children with specific medical needs.
3. The nursery is organised to promote independence in learning for all children.	Regular reviews of the layout of the indoor and outdoor environment. To ensure learning areas are accessible for children with a disability.	Head teacher. Senior nursery teachers.	Ongoing.	Head teacher. Senior nursery teachers.	Access to all activities for all children.
4. All visits out of school ensure the participation of all children.	Review all out of school provision which enables all children to participate. Such	Head teacher.	Ongoing.	Head teacher.	Increase in access to all activities for all disabled children.



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	visits include termly walk to local park, walk to shops, forest school, visits further afield by coach/mini bus.				
Improving the Delivery of Written Information at Baylis Court Nursery School					
What are we going to do?	How are we going to do it?	Staffing	Timescale/resources/costs	Monitoring	Success Criteria
1. Review information to parents and carers to ensure it is accessible.	Consult parents and carers about access needs when child is admitted to nursery. Produce newsletter, school brochure, surveys and questionnaires in alternative formats, large font for example, as is necessary.	Head teacher.	Ongoing.	Head teacher.	Parents and carers receive information in an accessible format.
2. Ensure the school brochure makes reference to the accessibility policy and action plan.	Review the school brochure to raise awareness of the Accessibility Policy and Action Plan. Head Teacher to inform parents/carers at induction meetings for each group.	Head teacher. Office manager.	Ongoing.	Head teacher.	Individuals accessing the nursery are aware of Accessibility Policy and Action Plan.
3. For the nursery to be informed as to the availability of written materials in alternative formats.	Consult with the Borough council and other nursery school settings of services available to convert information into alternative formats.	Head teacher.	Ongoing.	Head teacher.	Information to disabled children and disabled parents/carers improved.