



BAYLIS COURT NURSERY SCHOOL ACCESSIBILITY POLICY 2024 - 2027

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				
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN AND TIMESCALE	PERSON(S) RESPONSIBLE
	Include established practice, and practice under development	Short, medium, and long-term objectives		
To ensure all Nursery staff are aware of the access needs of disabled children, staff, governors, parents and carers.	Access plans for individual disabled children as part of the IEP process Information requested on application forms when parents register their child for a place. Meet identified needs in everyday practice, Inset and meetings.	All staff aware of children's access needs. Raised confidence of staff and governors in commitment to meet access needs. Parents and children are able to fully access all school activities.	Questions included in confidential pupil information questionnaire about parents/carers access needs. December 2024	Head teacher. Office manager
To improve signage and external access for visually impaired adults/children	-Single level access -No steps -Some clear signage – no braille -Clear entry access signage	-Safety for the visually impaired improved within the nursery environment	-Audit all areas of the school. -Identify where signs for visual impairment need to be improved. -Signs at child and adult level Spring 2025	Headteacher

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Improving the Curriculum Access at Baylis Court Nursery School				
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN AND TIMESCALE	PERSON(S) RESPONSIBLE
	Include established practice, and practice under development	Short, medium, and long-term objectives		
Ensure all staff have access to specific training on disability issues.	-Specific on-going training for autism in the resource base and as children access the main nursery (AET) -Dingley's Promise training being accessed by all staff -Visits to other settings to see accessibility for all staff	Raised confidence of staff in strategies for differentiation and increased child participation.	-Identify training needs as necessary for individual children. -Audit staff needs and inform through the performance management process.	Head teacher. SENDCo.
Improve the delivery of information to children with a disability	Our nursery uses a range of communication methods to ensure that information is accessible to the children. This includes; <ul style="list-style-type: none"> • Objects as reference, Visual timetables, first / then folders, photographs and symbols • Signing and tactile communication methods in the Resource base 	Provide effective communication aids for all children Add visual and signs around different learning areas for children to access independently.	Use of visual and communication boards is ongoing Makaton training for all staff being completed in April 24 Internal signs and markers at child height Autumn 2024	All staff SENCo Headteacher All staff

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**ACCESSIBILITY POLICY
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Improving the access to written communication at Baylis Court Nursery School				
AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES Short, medium, and long-term objectives	ACTIONS TO BE TAKEN AND TIMESCALE	PERSON(S) RESPONSIBLE
Review information to parents and carers to ensure it is accessible.	-Newsletters available in paper format or online. - In process of translating to main spoken languages within Nursery.	Parents and carers receive information in an accessible format.	-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. Spring 25	Head teacher. Office manager.