

Accessibility plan

St Paul's Nursery School



Approved by:

Julia Hedley Jones

Date: January 2022

Last reviewed on:

January 2022

Next review due by:

January 2025

Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7

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

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

Within a diverse society we, at St Paul's Nursery School, believe that every person involved in the school has a right to be valued as an individual and treated fairly and with respect.

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, particularly those relevant to local authority maintained schools in York.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • The curriculum is planned to showcase the diversity of our pupils through our books of the week. • We use resources tailored to the needs of pupils who require support to access the curriculum such as large print or board books, practical resources, pictures and symbols. • Curriculum progress is tracked for all pupils, including those with a disability and plans put in place to support those who need it. • Targets are set effectively and are appropriate for pupils with additional needs, MSPs are updated termly. <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils</p>	<ul style="list-style-type: none"> • To ensure the new eyfs curriculum is inclusive and diverse, meeting the needs of our pupils after each intake. • To ensure areas of provision include resources suitable for children at every stage of development. 	<p>Audit the curriculum termly as new topics are taught to ensure resources meet the needs of learners.</p> <p>Purchase additional resources to allow better access for all pupils.</p> <p>Termly pupil progress meetings track all pupils carefully ensuring timely intervention</p>	<p>Head teacher</p>	<p>Termly by July 2025</p>	<p>Clear trail showing how the curriculum is diverse and promotes equal opportunities for all.</p> <p>Progress for all groups of pupils is good and vulnerable pupils are quickly identified and appropriate support put in place.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted where possible to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Changes in step height clearly demarcated. • Muted wall colours and displays to lessen eye stress • Lighting is kept low and white light is avoided. • Rooms are clearly labelled with words, pictures, photographs and objects of reference. 	<p>To ensure the building is kept fit for purpose by utilizing all suitable space and a programme of renovation in place.</p>	<p>Work with governors and the LA to put together a plan for improvements to the building and repairs kept up.</p>	<p>Head teacher governors</p>	<p>July 2025</p>	<p>The building will be free from leaks and fit for purpose.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Visuals • Makaton • Strict routines shared and adhered to • Muted and subtle colouring of displays • Large print resources • Pictorial or symbolic representations – visual timetables in all classes • Sharing of information electronically and paper on request. 	<p>To ensure all areas of the nursery equally show a priority on communication and are resourced accordingly.</p>	<p>Ensure visual cues are used for more than timetables.</p> <p>Tasks broken down and explained in different ways – visual steps to success, pre recorded instructions for children with memory difficulties.</p> <p>Makaton signs linked to books of the week and new vocabulary.</p>	<p>All teaching staff</p>	<p>July 2025</p>	<p>All staff confident to use Makaton, visuals and know how best to communicate with all children regardless of their needs.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy