



# **Ashgate Nursery School**

## **Accessibility Plan**

**Created in collaboration with our legal expert**

## **Contents**

### [Statement of intent](#)

1. [Planning duty 1: Curriculum](#)
2. [Planning duty 2: Physical environment](#)
3. [Planning duty 3: Information](#)

## Statement of intent

This plan should be read in conjunction with the **School Improvement Plan** and outlines the proposals of the governing board of **CAN Schools Federation** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:



\_\_\_\_\_  
**Headteacher**

7 November 2023

Date: \_\_\_\_\_



\_\_\_\_\_  
Chair of governors

7 November 2023

Date: \_\_\_\_\_

Next review date: \_\_\_\_\_

## Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Effective use of resources and specialised equipment to increase access to the curriculum for all pupils.	Strategic deployment of support staff. Purchase and allocation of specialist resources (DAF fund)	Head teacher/ SENDCo	Autumn 2023 ongoing	Safety of the children and effective educational support of all children. Ensuring individual children's needs are met	Entry of new child and each term from Autumn 2023 ongoing
<b>Medium term</b>	The curriculum is fully accessible to all.	Review of the Federation 10 curriculum goals for all children. Ensure all visits are accessible for all children to attend.	All staff led by Head teacher and SENDCo	Spring and Summer 2024	The curriculum meets the need of all the children and the educational visits are accessed by all.  All children make progress within the 5 steps in each of the 10 curriculum goals.	Autumn 2024

<b>Long term</b>	Do we want to consider reducing the age range of children in nursery in line with new government initiatives?	Investigate the curriculum offer and resourcing requirements for setting up a 0-2's room in nursery.	Head and SBM with LA	Spring 2024 to Autumn 2024	Head and Governors are able to make an informed decision on whether to set up a 0-2s room in nursery. If it is agreed, create an action plan for setting up the room and creating the curriculum required	Spring 2025
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## Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	The garden area in Acorns/ Willows classroom needs to be accessible and safe for all children.	Fence into the main garden area to be made higher so that it is safe for all	School business manager/ caretaker/ SENDCo and Headteacher	Spring 2024	School is aware of accessibility barriers to its physical environment and will; work to make it safe for children throughout the sessions	Summer 2024
<b>Medium term</b>	Alteration of the internal garage area to support delivery of the curriculum	Ensure storage is built in and suitable for children and adults to access. purchase suitable flooring.	School business manager/Caretaker and Headteacher	Autumn 2024	Everyone is able to move around the space safely and use it for targeted teaching time.	Summer 2025
<b>Long term</b>	There is no visual alarm when the fire alarm goes off.	Have flashing lights attached to the fire alarm to support deaf users of the site.	SBM/ HT/LA	Autumn 2025	Pupils with SEND can access lessons safely. Visually impaired children and visitors are able to leave the site safely in a fire.	Spring 2026

### Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Not sure which language parents need information in	Talk to each parent on admission to see which language they would prefer to have correspondence in and translate letters/Tapestry posts as required	Admin team	Autumn 2023 – Spring 2024	Written information is fully accessible to parents with EAL.	Summer 2024
<b>Medium term</b>	Signage throughout the school is suitable for all including non-readers	Pictorial/symbolic representations throughout the school, large print and Braille Maintenance of steps, poles, doors and hazards in yellow.	SBM and Admin team	Spring/ Summer 2024	Written information is fully accessible to parents with SEND needs	Autumn 2024
<b>Long term</b>	The accessibility of information and policies for all stakeholders.	Review all documents and information on the website and on Tapestry to ensure it is accessible for all using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Head, SENDCo, SBM and Admin team	Summer 2024 ongoing until Summer 2025	All stakeholders will be able to be aware of what is happening at school and our policies via the website.	Summer 2025