

Sheringham Nursery School and Children's Centre

Accessibility Plan 2022 -2025

This plan will be reviewed every 3 years



Approval Body	Governing Body
Approval Date	Reapproved on 21.02.2024
Implementation Date	Immediately
Review Date	Annual

This Accessibility Policy and plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing Body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

We are committed to providing an accessible environment which values and includes all children, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Sheringham Nursery School and Children’s Centre plans, over time, to ensure the accessibility of provision for all children, staff and visitors to the school.

1. An Accessibility Plan has been drawn up to cover a three year period. The plan will be reviewed annually and updated if needed.
2. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for children with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that children with a disability are prepared for life equally as well as their peers. This covers teaching and learning and the wider curriculum of the school such as participation in educational visits. It also covers the provision of specialist aids and equipment, which may assist these children in accessing the curriculum.
- Improve the delivery of information usually in the written form to children, parents, staff and visitors with disabilities. Examples might include information about the school being shared through the use of a translator and staff and parents being trained in alternative forms of communication such as Signalong.

Attached are action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

3. We acknowledge that there is a need for on-going awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
4. The accessibility plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum policy
 - Public Sector Equality Duty Report
 - Health and Safety (including off-site safety)
 - Inclusion/Local Offer
 - Special Needs/SEND information report
 - Behaviour policy
 - School Improvement Plan
 - Staff handbook
 - Families information booklet

5. The Action Plan for Physical Accessibility relates to the access audit of the school, which is undertaken regularly by a senior school leader. It may not be feasible to undertake some of the works during the life of this first accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.
6. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
7. The School's complaints procedure includes consideration of the Accessibility Plan.
8. The Accessibility Plan will be published on the school website.
9. The Accessibility Plan will be monitored by the Headteacher, the link governor for SEND and Inclusion and the school Health and Safety lead.
10. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "London Borough of Newham Accessibility Strategy."
11. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Sheringham Nursery School and Children's Centre Accessibility Plan 2022-2025

Improving the Physical Access at Sheringham Nursery School and Children's Centre

An Access Audit was carried out by Lindsey Foster in September 2022 and a number of recommendations made:

Targets	Actions	Outcome	Completion	Evaluation	By Whom
Ensure all corridors and internal surfaces are free from obstruction and easily accessible.	Keep corridors, surfaces and floor space clear from obstructions. Keep the hygiene room tidy and fit for its core purpose of supporting children's care needs.	Children, staff, parents and visitors of varying disabilities are able to access the provision and have their care needs met.	Immediate. Reviewed daily by the premises manager.	SENDCO conducts an Inclusive Classroom Profile (ICP) audit termly which monitors how the environment is physically accessible.	Premises Manager SENDCO All practitioners
Car park space reserved for disabled people near the main entrance.	Contact Newham Council and investigate the possibility of a disabled parking bay.	Children, parents and visitors are able to access the setting with greater ease.	Summer 2025	Parking bay or alternative created.	School Business Manager and SENDCo

Improving the Curriculum Access at Sheringham Nursery School and Children's Centre

Targets	Actions	Outcome	Completion	Evaluation	By Whom
<p>To improve the use of visual support and objects of reference to support all children, particularly children with Special Educational Needs and Disabilities (SEND).</p>	<ul style="list-style-type: none"> ●SENDCo will train/arrange training for all practitioners in the use of visuals and objects of reference. ●Work alongside practitioners from the Language, Communication and Interaction Support Service (LCIS) and Complex Needs and Dyslexia Service (CNDS) to embed the use of visual supports and objects of reference. ●Speech and Language Therapist (SLT) train all staff in using the CVB effectively with all children. 	<p>Inclusive Classroom Profile (ICP) scores improve to 6+ in all areas by 2023.</p> <p>Visual supports and objects of reference are being used consistently throughout the day.</p> <p>Children's understanding is improved through the use of visual support.</p> <p>Children respond more positively to transitions.</p>	<p>Ongoing: updated plans every half term in line with children's changing needs.</p>	<p>Special Educational Needs and Disability Coordinator (SENDCO) will observe the provision every term using the Inclusive Classroom Profile (ICP) tool.</p>	<p>SENDCo/HT DHT</p> <p>Class teachers and Room leaders</p>
<p>To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.</p>	<ul style="list-style-type: none"> ●Whole school approach and aligned to the SIP. ●Regular cycle of CPD for all staff (45 mins weekly) focused on evidenced informed practice and using ShREC strategies with every child every day. ●AHT provides wrap around support in class to exemplify practice and refine. 	<p>Practitioners will become highly skilled and intentional early years professionals.</p> <p>A fully embedded coherently planned and well sequenced curriculum enables all children to make progress in all areas of learning.</p>	<p>Ongoing</p>	<p>HT/DHT - Termly Room reviews</p> <p>Videos of exemplification shared.</p>	<p>DHT / AHT</p>

Improving access to information at Sheringham Nursery School and Children's Centre

<p>Support for families who speak English as an additional language.</p>	<p>Create a central school list of languages spoken by staff.</p> <p>Use staff to translate during meetings/ to translate letters or information.</p> <p>Use google translate where necessary and if appropriate.</p> <p>Use language shop interpreters where applicable and book in advance.</p>	<p>Parents will be informed about their children's development, health and wellbeing and will be able to discuss issues and raise concerns as appropriate.</p>	<p>On-going</p>	<p>Governors' evaluation of parent feedback. Staff to support governors to make sure parents speaking minority languages are included.</p> <p>AHT monitors termly and supports staff when needed.</p>	<p>AHT</p>
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