

# **Ganneys Meadow Nursery School and Family Centre**

## **Accessibility Plan**

**2017-2020**

*We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

1. The Ganneys Meadow Nursery School and Family Centre Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four-year period ahead of the next review date. This plan has been up-dated to reflect new statutory requirements for the setting of Equality Objectives.

2. The Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.

3. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, 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.

4. Ganneys Meadow Nursery School and Family Centre plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the School, adding specialist facilities as necessary. This covers improvements to the physical environment of the School and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Safeguarding/Child Protection
- Equal Opportunities objectives
- Health & Safety
- Special Educational Needs and Disability
- Behaviour
- School Development Plan

8. The Accessibility Plan will be published on the school website.

9. The Accessibility Plan will be monitored through the Governing Body Teaching, Learning and Community Committee.

10. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010.

<b>Accessibility Plan 2017-2020</b>			
<b>Curriculum Access</b>			
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>
Early identification of children who may need additional to or different from provision	SENCO support  Referrals from outside agencies eg Health Visitors	Clear collaborative working approach so that any child identified with SEND has the support they need to achieve and develop	Ongoing
The learning experiences that are on offer, inside and outside should be organised for all children to have access to including those with SEND. This includes trips and Forest School	All the needs of the children are reviewed on a regular basis and adjustments made to ensure access to all the learning experiences on offer	Full access to all learning experiences is planned so all children have equal access to the EYFS curriculum	Ongoing

<b>Accessibility Plan 2017-2020</b>			
<b>Physical Access</b>			
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>
To continue to improve the disabled access to all areas of the Centre	Accessibility audit of the school to be completed by staff and governors	The issues raised from the audit should be dealt with so the school is fully accessible to all disabled people	Audit to be completed by July 2018  Ongoing

## Accessibility Plan 2017-2020

### Information Access

Target	Strategy	Outcome	Timeframe
Important information (e.g. the SEND policy) to be made available in large print or on the website	Large print to be offered on request	Access to all important information	Ongoing
Individual arrangements made for parents/carers where they may have difficulty understanding information	Texting information to parents/carers who are hearing impaired  SENCO to support parents/carers where necessary/appropriate	Access to all important information	Ongoing
Information translated for multilingual parents/carers	Translation of information when needed	Access to all important information	Ongoing