



Westfield Nursery School Accessibility Plan

Vision

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings; outstanding futures'.

Philosophy

We work comply with the Special Educational Needs and Disability Code of Practice (September 2014)

1. We do not to treat disabled pupils less favourably for a reason related to their disability;
2. We make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. We aim to increase access to education for disabled pupils.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Our school has been open since the 1970's. We are an 'Outstanding' Nursery School (Ofsted 2016) providing excellent care and education for 2- 5 year old children living in Dunstable and the surrounding area.

We have the benefit of being purposely built and resourced for young children, so they have the very best start on their educational journey without the 'top down' pressures which may occur within a Primary School setting.

We all hope that children will have a wonderful experience at Nursery and make the most of the opportunities that we provide. Working closely with parents and carers our aim is to develop a life-long love for learning.

Aims

At Westfield Nursery we aim to

- embrace a partnership between the school and home
- ensure every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- help children to appreciate that they are members of the wider community in its richness and diversity
- provide a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values

The Definition of 'Disability' under the Equality Act 2010

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive Conditions Considered to be a Disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are Specifically Excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

Where to get more Guidance on the Definition of Disability

The government has published statutory guidance, to assist adjudicating bodies like courts and tribunals in deciding whether a person is a disabled person. This guidance is called "Guidance on matters to be taken into account in determining questions relating to the definition of disability". It was published for the purposes of the Disability Discrimination Act, but continues to apply under the Equality Act 2010, where appropriate.

Public sector employers are required to give "due regard" to the need to promote equality and have specific obligations to carry out ethnic monitoring and produce written equality schemes and equality impact assessments.

Duties

The Governing Body has three key duties

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

1A: Aims

For the children:

- To be welcomed into, and become an integral part of the school community
- To feel safe and secure in a happy, stimulating environment
- To be valued as an individual, receiving praise, encouragement and support in their learning
- To be offered the opportunity to participate in a variety of experiences that will enhance their skills, attitudes, values, knowledge and understanding
- To be encouraged to be independent in their thinking and learning
- To learn through play and through first-hand involvement
- To have access to an enjoyable, focused and meaningful curriculum
- To develop a sense of kindness and respect for others and themselves
- To develop the qualities of confidence, enthusiasm, self-discipline and perseverance
- To become prepared for their next steps in life and education

For the parents/carers:

- To be welcomed into, and become an integral part of the school community
- To be valued as individuals
- To have a positive experience of our education system
- To work in partnership with the school staff in an atmosphere of mutual respect, trust and openness
- To be informed about the learning experiences that are available in the nursery
- To be informed of their child's progress and experiences in the nursery
- To share the school's vision and values

It is our aim to remove, where possible and reasonable, any barriers that may hinder a child or their parent from realising our vision for them.

1B: Information from pupil data and school audit

- There are currently no children registered disabled. Westfield Nursery has termly intakes, as well as accepting new pupils that are of appropriate age throughout the year, all efforts are made to keep informed of any disability of pupils, parents/carers, staff, students or other members of the school community and information received is responded to speedily
- An annual audit occurs of the provision

1C: Views of those consulted during the development of the plan

- The plan was devised by a small group including the Head Teacher, SENDCo and Governor with responsibility for SEND
- It was shared with staff, governors, parents and carers

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

- Each curriculum leader will carry out on-going monitoring of their learning area to identify any issues of accessibility or participation for disabled pupils
- An analysis of termly assessment data identifies any under achieving groups of pupils, and strategies will be devised to address any underachievement of a group/groups
- As children's needs are identified appropriate measures will continue to be put in place, using expert advice where necessary, to develop the children as independent learners within the bounds of their disability (See also SEND policy)
- The school will ensure that positive role models are available in books, toys and printed materials around the school

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- An annual audit of the provision occurs by the Head teacher and a lead Governor as well as other interested parties (e.g. Health and Safety Lead, SENDCo)
- The SENDCo audits resources
- When required a meeting is held with parents to discuss needs and actions to improve access are taken
- All staff maintain their awareness about ensuring the accessibility of the physical environment

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

- 'Changing' materials e.g. home-school pack, e.g. larger/ different font
- Any other information will be made available, on request, according to need

3A: Management, co-ordination and implementation

- The SENDCo leads the implementation of the accessibility plan
- The Head Teacher, governors and SLT monitor
- Every action will be made to ensure provision for disabled parents/carers and pupils is appropriate. This will be monitored on a termly basis

3B: Getting hold of the school's plan

This plan will be available, on request, in school and will also be available on the school's website.

Reviewed: January 2019 To be reviewed: November 2020



Westfield Nursery School Accessibility Questionnaire

Accessibility is about ensuring that our school, its communication and learning, is accessible to everyone, whether they have a disability or not.

Could you please take a few minutes to complete the following questionnaire?

1=disagree

2= partly agree

3= agree

4=Don't know

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|---|--|
| The school, staff and governors all share a philosophy for inclusion | |
| The staff seek to remove any barriers to learning and participation that exist | |
| All staff are aware of student's needs | |
| Differentiated learning allows for all students to participate in lessons and activities wherever possible | |
| Computer technology is used to support the learning of students with special educational needs or disabilities. | |
| Specific resources are provided where necessary to support the teaching of students with special educational needs and/or disabilities. | |
| Strategies to support identified needs are implemented | |
| The school makes full use of all relevant outside agencies | |
| Home-school communication is good | |
| I am made to feel welcome and my views are valued | |
| The school is physically accessible i.e. Ramps | |
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