



Ashgate Nursery School Accessibility Plan

Signed by:

[Handwritten signature]

Head teacher

Date: 19 September 2024

[Handwritten signature]

Chair of governors

Date: 19 September 2024

Date of policy review: Sept 2024

Date of next review: Sept 2025

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**

Date: _____



_____ **Chair of governors**

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
Short term	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 2024 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 2024 ongoing
Medium term	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 2025	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 2025

Long term						
------------------	--	--	--	--	--	--

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
Short term	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	Autumn 2024	School is aware of accessibility barriers to its physical environment and will; work to make it safe for children throughout the sessions	Summer 2025
Medium term	Alteration of the internal space to create a sensory room and a doorway from Oaks into Willows classroom	Ensure suitable sensory equipment is purchased and set up works for our children. Have a doorway put in so all children have equal access to the room.	School business manager/Caretaker and Headteacher	Autumn 2024 to Summer 2025	Everyone is able to move around the space safely and use it for targeted teaching time.	Autumn 2025
Long term	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
Short term	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 2024 – Spring 2025	Written information is fully accessible to parents with EAL.	Summer 2025
Medium term	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 2025	Written information is fully accessible to parents with SEND needs	Autumn 2025
Long term	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 2025 ongoing until Summer 2026	All stakeholders will be able to be aware of what is happening at school and our policies via the website.	Summer 2026