

Bordesley Green East Nursery School

Accessibility Plan

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Accessibility Plan 2022-2025

Purpose of Plan

The purpose of this plan is to show how Bordesley Green East Nursery School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities. This plan has also been reviewed in regard to the Covid-19 pandemic which is an additional challenge to accessibility.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- To increase and eventually ensure that pupils with a disability have access to our setting's environment, curriculum and information
- To provide a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- To challenge negative attitudes about disability and accessibility and to developing a culture of awareness and inclusion.

- To provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet their needs and their preferred learning styles by;
 - a) Setting suitable learning challenges
 - b) Responding to a student's diverse learning needs
 - c) Overcoming potential barriers to learning
 - d) Assessment and age appropriate intervention for individuals and groups of students.
- To consider the impact of an unexpected challenge on children with a disability and to make further adjustments to ensure accessibility.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report. The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act. The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality

Compliance with the Equality Act

Accessibility Outcome	Action to ensure Outcome Accessibility Planning Code C- Curriculum E - Environment I - Information C-19 – Covid related	Lead	Strategy	Dates (From and to)	Evidence
To improve access for children with Communication and Interaction needs	<p>Children to be identified through initial screening using the Welcomm Language tool before expanding or tailoring the curriculum to meet their needs. (C, E, I)</p> <p>To ensure all students can access home learning (blended offer) during school closures or if they have to self-isolate. (C-19, I)</p>	<p>RL</p> <p>VD/RL</p>	<p>Assessment</p> <p>flexible or shared timetabling, nurture groups, EP provision, access to therapy</p> <p>-Key workers adapt work for SEND children</p> <p>-Additional support calls to check access</p> <p>-Staff training – the staff to be trained and supported on how to adapt the resources to meet specific needs</p> <p>- Specific monitoring of provision offered</p>	<p>Feb 2022</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>To be measured using school data to monitor children’s progress.</p> <p>Enhanced attendance and participation</p> <p>Consultation with parents on access, support and progress.</p> <p>Adjustments to resources based on consultation.</p> <p>Consultation with keyworkers and support</p>

	<p>To ensure all students can access their learning in school during partial closures. (C-19, C, E, I)</p> <p>To use the AET Audit Tool to identify areas of development</p> <p>To engage with Local Authority Initiatives through Birmingham Early Years Networks (BEYN)</p>	<p>VD/RL/ AZ/LR/UB/S A/KA/AZ</p>	<p>for vulnerable students -additional support offered to make adjustments.</p> <p>-Training – Welcomm and Liverley</p>	<p>Yearly</p> <p>Feb 2022 - ongoing</p>	<p>agencies. SIP/SEF/Governance</p> <p>BEYN BNSCT - funding</p>
<p>To improve access for children with Sensory and Physical needs</p>	<p>To review the quality of lighting in the school environment. (E)</p> <p>Auditing signage around the school to ensure that is accessible to all (E, I, C-19)</p> <p>Provision of specialist aids and equipment, which may assist students in accessing the curriculum when needed. (C, E)</p> <p>Management of acoustic treatment and colour schemes (E)</p> <p>Continuing to seek and follow the advice of LA services, i.e. specialist teacher advisers, SEND inspectors/advisers, and appropriate health professionals from the local NHS Trusts (C, E, I)</p>	<p>RL/AZ/LR/UB/SA/KA/AZ/BC</p> <p>VD/RL</p> <p>VD/RL</p> <p>VD/RL</p>	<p>To liaise with the Site Manager and SLT to monitor and keep at optimum condition.</p> <p>Curriculum committee meetings and budget setting meetings</p> <p>EHCP's, personalised and differentiated provision</p>	<p>Termly</p> <p>Annual review</p> <p>Ongoing</p> <p>Yearly</p>	<p>Site maintenance and improved physical access</p> <p>SIP review and monitoring of how classroom/group organisation/resources has been targeted to ensure that all children achieve increased levels of access</p> <p>Service contracts and Service Level Agreements Budget</p> <p>Budget/admin functions</p>

	<p>Ensure that staff receive VI and HI training (C, I, C-19)</p> <p>Auditing our books to ensure improved access for all.</p> <p>Auditing the use of, and methods of displaying materials around the school.</p> <p>Raising awareness of font size and page layouts to support children with visual impairments.</p> <p>Ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education (C, E, I, C-19)</p>	<p>All staff</p> <p>VD/RL</p> <p>VD//RL/TA's/ Admin</p>	<p>Virtual training to be organised</p> <p>Enhanced communication</p> <p>Attachment – Keyworker/Child/Parent relationship</p> <p>Enhanced communication</p> <p>Attachment – Keyworker/Child/Parent relationship</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Staff training evaluated, and where necessary improved, through the appraisal process.</p> <p>Increased contact and communication</p> <p>Increased contact and communication</p>
<p>To improve access for children with Cognition and Learning needs.</p>	<p>Ensure full access to the designated teaching spaces and facilities for all students with a disability also in regard to creating and managing bubbles and resource management in regard of Covid-19 (C, E, I, C-19)</p>	<p>VD/RL</p>	<p>The teaching spaces have a specific entrance which allow for all students to have access.</p> <p>Rooms have been allocated carefully to ensure students with disabilities can access them and</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Enhanced attendance and participation</p> <p>Consultation with parents and progress reports</p> <p>Management of virus control</p>

	<p>To ensure that planning and resources reflect individual need and learning is differentiated as appropriate (C, E, I)</p> <p>Questionnaires and responses from stakeholders e.g. parents, students and staff. (C,E,I)</p>	<p>VD/RL/AZ/LR/UB/SA/KA/AZ/</p> <p>SLT</p>	<p>due regard is given to the needs of SEND pupils and how we manage resources.</p> <p>To track pupils progress through data and put in relevant interventions.</p> <p>Feedback from questionnaires and reasonable adjustments made.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>To be measured using school data to monitor children's progress.</p> <p>Increased confidence in the school's ability to promote access to educational opportunities for students with disabilities</p>
<p>To improve access for children with Social and Emotional and Mental Health needs.</p>	<p>Early identification of children with low wellbeing. (C, I)</p> <p>Staff refresher training on attachment and then put in specific interventions. Review in conjunction with NAHT guidance in regards to Covid-19. https://www.naht.org.uk/resources/assets/attachment/full/0/100449.pdf (C, I, C-19)</p>	<p>VD/RL/AZ/LR/UB/SA/KA/AZ/</p> <p>VD/RL</p>	<p>Assessment</p> <p>Training to be sourced 2022</p>	<p>Ongoing</p> <p>By Dec 2022</p>	<p>Improved levels of confidence in staff in reducing the obstacles to success for students with additional needs</p> <p>Evidence that fewer children are excluded from school opportunities as their needs are being more effectively</p>

	<p>Take action to ensure that disabled members and those suffering from Mental Health needs in our school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement (C, E, I)</p> <p>Ensure that Social, Emotional, mental health and wellbeing is a high priority focus in the SIP. (C, I, C-19)</p> <p>Link into additional SEND support from the Local Authority to mitigate the impact of Covid-19 (C, E, I, C-19)</p>	<p>SLT/Governors</p> <p>VD/SLT</p> <p>VD/RL/SY</p>	<p>Refresh posters and displays</p> <p>Audit books</p> <p>Welcoming environment</p> <p>Nurture relationships with families</p> <p>SIP review Supervision/PM Assessment</p> <p>Personalised support where needed</p> <p>Chase up additional budget</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>addressed through the application of strategies and procedures</p> <p>Increased levels of achievement for students with disabilities</p> <p>Parent and pupil voices indicate that they feel themselves to be included</p> <p>Ofsted inspections that identify continued high levels of educational inclusion.</p>
<p>Access to information advice and guidance</p>	<p>Ensuring that information on school events and published material is available in a selection of formats e.g. Braille, Makaton, audio tapes according to need and identifying how access can be provided if requested. (I)</p> <p>Monitoring and management of communication used over various platforms. (C, I, C-19)</p>	<p>SLT/Admin</p> <p>SLT/Admin</p>	<p>Information on website and in newsletters.</p> <p>Access to virtual platforms to be explored</p> <p>Ensure resource packs and are</p>	<p>Ongoing</p> <p>Ongoing as appropriate</p>	<p>Increased access</p> <p>The effectiveness of adult support to enhance the opportunities for children/parents who have difficulties in accessing information.</p>

	Follow up phone calls made to ensure materials have been received. (I, C-19) Interpretation services and BSL specialist services to be available if required.(I,C-19)	RL/Key workers VD/SLT	delivered/ collected and being used appropriately		Monitoring to ensure accessibility to a wide range of diverse needs and abilities
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Management, Coordination and Implementation

Our Leadership Team will undertake a disability audit using a cross section of staff, children and parents. Signs of successful implementation of the accessibility plan will include:

- Completed training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion
- Completed targeted training for particular groups of students/staff
- Collaboration through the provision of information and the sharing of good practice
- Liaison between other local schools including special schools
- Specific support/advice from outside the school, from services, other agencies and organisations
- Knowing that the school is aware of all new and relevant initiatives in regards to Covid-19 and children with additional needs as well as support services that provide advice to schools and staff

Financial Planning and Control

The Head teacher with Senior Leadership Team, together with the Governor's Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. School Accessibility Plan actions will be integrated into the School Improvement Plan. We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

RELATED POLICIES

- The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
- Curriculum Policies
- Equality and Inclusion Policy
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy

- Special Educational Needs and Disabilities Policy
- Local Offer Response
- Off-Site Visits Procedures
- Behaviour Policy
- School Improvement Plan
- Asset Management Plan
- Complaints Procedures