

## Caversham Nursery School Accessibility Plan 2025-2028

Schools are required under the Equality Act 2010 to have an accessibility plan.

### The purpose of the plan is to:

- *Increase the extent to which disabled pupils can participate in the curriculum*
- *Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided*
- *Improve the availability of accessible information to disabled pupils*

### Our aims:

- *Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.*
- *To remove any barriers that might adversely affect a child's access to and interaction with the Nursery/Children's centre*
- *To make appropriate provision for disabled children and their families*
- *To create an environment in which all children have equal opportunities to learn and develop and are inspired to learn*

### Associated Policies:

• <b>Administering medication</b>	• <b>Admissions</b>	• <b>Anti-bullying</b>	• <b>Behaviour</b>	• <b>Complaints</b>
• <b>Equality objectives</b>	• <b>Health and safety</b>	• <b>Healthy food and drink</b>	• <b>Intimate care and toileting</b>	• <b>Outings and offsite visits</b>
• <b>Safeguarding</b>	• <b>SEND</b>	• <b>Transition</b>		

## **Legislation**

### **The Equality Act 2010**

*Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.*

### **The Equality Act 2010 places a general duty on schools to act:**

- *Where something a school does places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try and avoid that disadvantage.*
- *Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.*
- *Failure to make a reasonable adjustment cannot be defended as justified*
- *The elimination of discrimination that is unlawful under the Equality Act 2010*
- *The elimination of harassment of disabled people that is related to their disability*
- *Active promotion of positive attitudes towards disabled people*
- *By encouraging participation in public life by disabled people*
- *By taking steps to meet disabled people’s needs, even if this requires more favourable treatment These apply to all disabled pupils, staff and those using services provided by schools.*

### **The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:**

- *in relation to admissions,*
- *in the way it provides education for pupils,*
- *in the way it provides pupils access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment.*

### **The SEND Code of Practice 0 to 25 Years (2015):**

- *The Code of Practice covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014.*
- *The term “special educational needs” refers to learning difficulties that require special educational provision.*

#### **Children have a learning difficulty or disability if they: -**

- *Have significantly greater difficulty in learning than the majority of children of the same age; or*
- *Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools; and*
- *Are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.*

*Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

### **Management, coordination and implementation of the policy:**

- The Senior leadership team, SENDCo and Key Person(s) continuously review the current needs of children attending the Nursery School
- Vulnerable families are supported effectively through “children’s single point of access” and the Designated Safeguarding Officers within the Nursery School
- Potential future needs are acknowledged and provision is made to meet these needs wherever possible
- Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- The school supports any available partnerships to develop and implement the plan.
- Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.
- This plan will be Reviewed every 3 years by the Governing Body and updated more frequently if necessary.

## Accessibility Plan 2025-2028

<b>Gathering Information</b>				
<b>Objective</b>	<b>Action</b>	<b>Date</b>	<b>Success Criteria</b>	<b>Responsibility</b>
<p>To identify pupils with disabilities on admission to the school in order that their specific needs can be met.</p> <p>Pupils are identified as they progress within school</p>	<p>Admissions paperwork given and collected/checked for additional information</p> <p>Home visits- further information is attained from parents and observation of child</p> <p>Other agencies involved are contacted if required</p> <p>Fast track form to Inclusion Manger</p>	Ongoing	<p>Information from Admissions form</p> <p>Including medical Information, dietary and allergy information and outside professionals' involvement is gathered and shared by office staff with Nursery HOS/Nursery Manager and this in turn shared with Key person.</p> <p>Parents inform staff of any additional needs their child may have which might restrict their access to the curriculum</p>	<p>Admin staff</p> <p>HOS/Nursery manager</p> <p>Key person</p>
<p>To implement and maintain a monitoring system to support pupils with a disability</p>	<p>Maintain a register of children with a SEND</p> <p>Monitor patterns of attendance</p> <p>Record pupil achievements</p>	Ongoing	<p>Effective monitoring system in place- SEND register</p> <p>Individual trackers to record all actions and outside agency involvement</p> <p>Tapestry shared with parents to promote cross working between home and school.</p>	<p>Inclusion Manager</p> <p>HOS/Nursery manager</p> <p>Key person</p>
<p>To ensure the needs and aspirations of groups of users are met and understood</p>	<p>Issue parent/carer questionnaire to seek views of those with disabilities through</p> <p>Parent survey (separate SEND questionnaire)</p>	End of academic year	<p>Receipt of completed questionnaires from parent/carers</p> <p>Production of feedback summary by HOS</p> <p>Evaluation of feedback for incorporation into the Accessibility Plan</p>	<p>HOS/Nursery Manager</p> <p>Executive head</p> <p>Governing body</p>
<p>To engage proactively with identified families that have children with SEND and ensure they are made aware of all the support services that are available to them.</p>	<p>Staff to know about possible local services and SEND Local Offer and how to signpost to the SEND team</p> <p>SEND team to know about support services and how to refer</p>	Ongoing	<p>Parents receive identified support from services</p>	<p>Inclusion Manager</p> <p>SEND team</p> <p>Designated Safeguarding Officers</p>

## Access to the school curriculum

Objective	Action	Date	Success Criteria	Responsibility
To build engagement with Designated SEND governor	Meetings every term with Inclusion Manager	October February June	SEND Governor meets with the IM at least termly to monitor provision for SEND children, and discuss any issues. SEND Governor reports to the FGB once a term An annual report is provided to the full governing board so that they have an overview of the continuing SEND provision within the school	Rebecca Dunn (SEND governor) Executive Head Inclusion Manager
To secure expertise and funding from external agencies to support SEND provision	SLA to secure EP time Applications for Inclusion funding Referrals to outside agencies e.g. SALT EHCP applications Admissions process for resource basis	Sept EP End of each term -Inclusion funding	Funding is secured for children with identified level of need EP advice for children on EHCNA pathway	HOS Inclusion Manager
To ensure staff are appropriately trained in SEND and equality identification and management	Training plan as a result of SEND annual staff questionnaire to identify action points across federation. Ensure staff are able to identify and support children with SEND through robust systems in place for the graduated approach. Ensure staff receive training on relevant disabilities and how individual needs can be met Input into SDP	Ongoing	All staff are aware of pupil disabilities within school and not just of those in their direct charge Nurture staff are made aware of all pupil disabilities through discussion with class teacher/ key person and strategies on pupils one-page profiles/ISP's is shared. Training is on a needs basis and has been given. Staff are aware of Quality First Teaching strategies and what are reasonable adjustments so that all pupils have equity in terms of their educational needs.	SEND Team HOS Teaching staff
To ensure all pupils with disabilities or SEN make similar progress to their peers.	Termly tracking of progress of those children with SEND against their peer group. Clear ISP's for children on wave 2 SEND support and Wave 3 EHCP's, matched to	Ongoing	Children make comparable progress to peers, with targets matched to need and resources identified. Curriculum resources in place to support pupil next steps and targets	HOS SEND Team- Learning Support Lead and Mentor.

	need, agreed and regularly reviewed with SEND team and key person.			Inclusion Manger
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### Improving the physical environment of the school

Objective	Action	Date	Success Criteria	Responsibility
To provide appropriate accessibility for current users	Seek information on the needs of users and pupils Audit of premises for sensory accessibility If a pupil, parent or member of staff joins with accessibility needs then this would need to be reviewed. Seek advice from outside agencies such as Berkshire Disability Team to support individual children.	Ongoing	ALL children and adults including staff and parents/carers will be able to access the building Adjustments made to daily routines and policies to accommodate needs and remove barriers enabling access to all events within the setting	Governors Executive head
Any changes to the building are planned with significant consideration to all users with disabilities	Ongoing maintenance and works of building and outside environment to consider users difficulties and needs	Ongoing	Resources are chosen with due considerations to children we currently have in the setting and those that may come through in the future Any changes made to environment are suitable for all users	Executive head HOS Premises committee Governors
Furniture is attained which meets the individual needs of children and their specific disabilities	Advice sought from Physio, OT, SALT, Berkshire Sensory Consortium and recommendations considered and planned for	Ongoing	Children are able to access all areas of inside and outside with or without physical aids with well-planned rooms. Children are sat comfortably at tables using chairs that offer appropriate support for all activities such as table top activities, lunch etc.	Inclusion Manager