

## Oxhill Nursery School Access Plan

### 1. Guidance

Under Part 4 of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) schools and Local Authorities (LA's) must not discriminate against disabled pupils, they must not treat them less favourably and must actively make reasonable adjustments to ensure that they are not at a substantial disadvantage. Instead LA's must plan strategically to increase access to schools and the curriculum over time and schools are required to produce a written Access Plan giving details of how they intend to consider the three "key areas":



- The Buildings
- The Curriculum
- Information

### 2. Ownership of the plan

The plan will be unique to your school and day to day management and operation will be a school based decision. The lead person(s) along with the SENCO should be clearly identified and involved from the start in any building or refurbishment projects in or around school.

In all capital projects it is important to think about children's special educational needs and disabilities right from the start (both current and likely future needs) placing them at the heart of all stages in the design process.

### 3. Scope of the Plan

The intention is to cover all three planning duties:

#### 3.1 Improvements to the physical environment

Under this planning duty the school will need to consider the physical environment and aids to access education. This will include things like;

- lighting and paint schemes to help visually impaired children
- lifts and ramps to help physically impaired children
- carpeting and acoustic tiling of classrooms to help hearing impaired pupils

#### 3.2 Improving the way in which information is delivered

This is the requirement to ensure that all information normally provided by the school be it handouts, reports, timetables etc can be made more accessible by providing it in different formats, if required:

- in Braille
- in large print
- on audiotape
- using a symbol system

### 3.3 Increased access to the curriculum

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. Adjustments that would help disabled children access the curriculum might include:

- changes to teaching and learning arrangements
- classroom organisation
- timetabling
- support from other pupils

These can all be considered and included in a planned programme of improvements over time, to meet current and future needs of users of the school buildings.

### **Legal Framework Education Act 1996 & the SEN Code of Practice (2001)**

The Education Act requires LA's to identify, assess and make provision for children with special educational needs. The Act provides for all children to be educated in mainstream schools, including children with a statement of special educational needs, unless this would be incompatible with their parents' wishes or the efficient education of other children.

### **The Disability Discrimination Act (2005)**

This extended the DDA 1995 by placing a duty on all public bodies to promote equality of opportunity for all disabled people. In addition public bodies such as LA's and Governing Bodies of schools had to prepare, publish and review a disability equality scheme showing how they were meeting this duty.

### **The Disability Discrimination Act (1995)**

This act requires LA's and Governing Bodies of schools not to discriminate against disabled pupils. They must not treat disabled pupils "less favourably" and they must make "reasonable adjustments" for disabled pupils.

### **Education Act (1996)**

LA's have a duty to secure sufficient schools to provide for primary and secondary education in their areas and in discharging this duty must, in particular, have regard to the need to secure special educational provision for pupils with SEN.

### **The Education (School Premises) Regulations 1999**

This applies to all schools maintained by the LA and lays down the minimum standards for the premises of most schools, including things like toilet facilities and playing fields

### **We recognise that under these Acts the Governing Body has a duty;**

- not to treat disabled pupils less favourably for a reason related to their disability;
- to carry out reasonable adjustments for disabled pupils so that they are not placed at a substantial disadvantage;
- to plan to increase access to education for disabled pupils, this is not just physical access to the building but the wider needs of pupils

## **Aims and Objectives**

Oxhill Nursery School acknowledges that every child is unique and both the ethos and culture of the school will be such that everyone is equally valued and that every pupil with SEN and (or) disabilities receives an education that allows them to achieve their full potential.

Our Aims are:

- Continue to develop access to the EYFS curriculum for children with a disability
- Improve and maintain access to the physical environment
- Improve communication with non verbal children

Our objectives are detailed in the Action Plan below

## **Current good practice**

We ask about any disability or health condition in early communications with new parents and carers on our welcome evenings across the year and during stay and play visits as part of our induction process.

## **Physical Environment**

Disabled children participate in all activities. Some aspects of these activities present particular challenges, for example: school trips for children with medical needs. There are very few parts of the school to which disabled children have limited or no access at the moment, due to the building layout and building work to extend the school in 2015.

## **Curriculum**

There are very few areas of the curriculum to which disabled children have limited or no access, as we work in a very holistic, child-centred way. We have developed skills over time in supporting children with disabilities and have a dedicated team of outreach staff who have expertise in this area.

## **Information**

Different forms of communication are made available to enable all disabled children to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled children, (eg picture cards) parents and staff (large print on letters). We also make an effort to communicate, by speaking to all parents who may have issues with reading letters or signs.

## **Access audit**

The main body of the school is at ground level with wide corridors and several access points from outside, the first floor areas only accessible by staff. The main entrance into the building is accessible to all, with wide corridors leading to the different rooms. Doors leading to the garden are standard size, but manageable for wheelchair users. The bottom gardens can be accessed using the grassy hill or the ramp. On-site car parking for staff and includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. There is a disabled toilet available in the main corridor, which is fitted with a handrail and a pull emergency cord. The children's toilet facilities can accommodate a child's size wheelchair. The school has internal emergency signage and escape routes are clearly marked.

Date reviewed

February 2017

(date)

Signed on behalf of the governing body

Name of signatory

Teresa Nixon

Role of signatory

Chair of governors