

## **Oxhill Nursery School Access plan**

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.” According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.



The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

At Oxhill Nursery School, we are committed to working together to provide an inspirational and exciting learning environment where all children are valued as individuals. We believe that children should feel happy, safe and respected so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Oxhill Nursery School is committed to providing an environment that enables full curriculum access, that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

At Oxhill Nursery School the Plan will be monitored by the Head Teacher and the Senco.

The intention of our plan is to cover all three planning duties:

### **Improvements to the physical environment**

Under this planning duty we will need to consider the physical environment and aids to access education. This includes improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

### **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 various preferred formats, if required, within a reasonable timeframe.

### **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 a meaningful curriculum might

include: expanding the curriculum to ensure that pupils with a disability are as equally prepared for life as an able bodied pupil

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.

## **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

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July 2021 (date)

Signed on behalf of the governing body

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Name of signatory

\_\_\_\_\_  
Sarah Golightly

Role of signatory

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Chair of governors  
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