



Chatham Nursery Birth to Five Accessible Plan 2023-2026

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE,2014) says 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 or post-16 institutions; 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 must not be 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.

Chatham Nursery School has adopted this accessibility plan in line with the school's **Special Educational Needs (SEND) Policy 2024** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit.

Our **Special Educational Needs (SEND) Policy** outlines the school's provision for supporting pupils with special educational needs and/or disabilities (SEND), and the school's Single Equality Policy information and objectives explains how we ensure equal opportunities for all our pupils, staff and community through increased access to the curriculum, physical access to the school and access to information particular to children and adults with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **Special Educational Needs and Disabilities (SEND) Policy** for an outline of our full provision to support pupils with SEND.

Chatham Nursery School's SEND Policy, SEND information reports are available on the School website www.chathamnursery.co.uk

The Early Help directory provides further information on the Local Offer page Liverpool Early Help Directory.

1. Vision Statement

Under the Equality Act 2010 all schools are required to 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 for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Executive Headteacher, Ms Andrea Connearn. The Plan will be integral to the School Improvement Plan (SIP) and will be monitored by the Executive Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Chatham Nursery School we are committed to support children in all aspects of their development through providing a stimulating learning environment with opportunities for children to become confident and independent learners. It is our aim to develop self-esteem, independence, confidence and social and learning skills in all children. We work in partnership with parents/carers to ensure a smooth transition from home to our setting and provide a good foundation for their future. At Chatham Nursery School we provide a welcoming, safe and secure environment to all children and their families, staff and visitors, ensuring that all children reach their full potential and provide equal opportunities for all. We work with other settings and agencies for the benefit of all children and families and share good practice.

1) The Chatham Nursery Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The Clerk of Works and other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives (see also Single Equality Policy) and will be published on the school website. 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.

3) At Chatham Nursery school we are 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Chatham Nursery School Accessibility Plan demonstrates how access is evaluated and plans for development are put in place for disabled pupils, staff and visitors to the school within a given timeframe whilst anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the provision for those pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and, learning and development and the wider curriculum of the school, and schools visits
- Make arrangements for providing access for children with SEND to a broad and balanced curriculum. All curriculum planning takes account of SEND. Differentiated targets are identified for children. Assessment and recording of individual progress takes place, using individual profiles and achievement records. Teaching styles are flexible and adaptable. The curriculum is monitored and evaluated by members of the Senior Leadership team (SLT). All children are able to have access to the full nursery curriculum (indoor and outdoor provision) through careful planning, resource adaptations, differentiation and assessment of individual progress. The effectiveness of the provision made for children with SEND is evaluated through their progress towards the individual targets set through provision planning and One Page Profiles.
- Improve and maintain access to the physical environment of the school, adding specialist facilities and resources as necessary – this includes improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the availability of accessible information to disabled pupils.

5) The Accessibility Plan relates to the key aspects of physical environment, curriculum and accessible information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible or practical to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each

period covering this plan in order to inform the development of a new Accessibility Plan for the period.

8) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

9) The Accessibility Plan will be published on the school website.

10) The Accessibility Plan will be monitored through the Governor's Resources/Finance and Curriculum/Standards Committees

11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) Aims and Objectives

We aim to use our best endeavours to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment for pupils with a disability
- Improve the availability of accessible information for families of children with a disability

Our objectives are detailed in the Action Plan at the end of the document.

3) Current good practice

Chatham Nursery School is committed to the social and educational inclusion of all children. We aim to work in partnership with parents/ carers to identify the uniqueness of each child and recognize each child's particular abilities, strengths and development needs.

Parents/carers are welcome to visit our Nursery School any time to become familiar with the staff and the environment. Prior to starting in the Nursery School, children come with their parents/carers for a visiting session or a series of visiting sessions depending on the individual need of the child. The Head of Nursery School meets informally with parents/carers during this session and any SEND concerns are discussed.

Parents/carers have daily opportunities to share concerns about their child's development with any of the school staff. All children are monitored very closely during the initial weeks by all the staff and then parents meetings are offered by the Head of Nursery School. This is an opportunity for parents to share any concerns regarding their child's settling in process and to discuss personalised plans being implemented to meet each child's needs.

We implement the ASSESS-PLAN-DO-REVIEW cycle as set out in the Code of Practice 2014. The cycle is applied through the Waves model. Each wave refers to teaching and learning, assessment, planning and review

- Wave 1 refers to whole class quality first teaching with differentiation
- Wave 2 refers to some children who need some extra support
- Wave 3 refers to children who have a special educational need

Physical Environment:

The Nursery school provides children with a wide range of opportunities and experiences, sensory resources and materials along with access to a quiet room. Developmentally appropriate, resources to support access to all areas of play and learning are provided wherever possible to support the inclusion of all children. There are very few parts of the school to which disabled pupils have limited or no access to. If provision for children with SEND is required, a graduated and considered response will be implemented in consultation with parents/carers.

Applications for Education Health and Care Plans (EHCP) are made to the LA in consultation with parents/ carers and other professionals where there are severe and complex needs evident. Any action taken is reviewed in consultation with parents/carers and other relevant parties on a regular basis.

Curriculum:

Arrangements for providing access for children with SEND to a broad and balanced curriculum:

- All curriculum planning takes account of SEND
- Differentiated targets are identified for individual children
- Assessment and recording of individual progress takes place, using individual one page profiles and school assessment records
- Teaching formats are personalised, flexible and adaptable
- The curriculum is monitored and evaluated by the Senior Leadership Team
- All children are able to have access to the full curriculum (in/outdoors) through careful planning, differentiation and assessment of individual progress
- The effectiveness of the provision made for children with SEND is evaluated through their progress towards the individual targets set through provision mapping and termly one page profiles.

Observations of children engaged in play activities allow staff to support and challenge children in their learning and plan for their progression. This information helps staff, parents /carers and, as appropriate, children, to put together relevant and achievable targets in the form of a one page profile, which is reviewed and updated, as appropriate.

Staff Development and Training

All staff are committed to developing their knowledge and skills in relation to SEND, through attendance at Primary consortia forums, briefings and courses organised by Learning Networks, LA and/or specialist schools. The school SENCO is kept abreast of current initiatives. In-house training sessions and staff meetings also ensure all staff are briefed and supported to develop knowledge, understanding and practical strategies to support the learning and development of children with SEND

Partnership with Parents

Chatham Nursery School prioritizes partnerships with parents/carers and is committed to developing the type of professional relationships which allow effective working to take place. The SENDCO and staff team are committed to sharing information through regular reviews and the open door policy allows informal daily contact to take place. Parents/carers will be consulted and informed of any SEND provision that is available to support their child/ren and themselves.

The Local Offer is a directory of services available in the city for children and young people with SEN and/or Disabilities. The Local Offer can be found in the Early Help Directory on the Liverpool.gov.uk website: Liverpool Early Help Directory

4. Access Audit

- One level with easy access for wheel chairs
- Adult toilet accessible for the disabled and wheelchair users

5. Management, coordination and implementation

Actions:

- We will consult with relevant agencies and organisations when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority
- We will produce an Action Planning Document to support us to meet our aims and objectives.

Aim: To increase the extent to which disabled children with SEND can participate in the school curriculum

Target	Lead person	Strategies	Resources	Time	Success criteria
Availability of written material in alternative formats	HT/Admin Officer	Staff aware of services available through LA. Use of interpreters. Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents –Staff work alongside Children Centre to signpost for help and support and appropriate sessions are advertised and leaflets displayed for parents to collect. Website has translate feature.	Contact details & cost of translation / adaptation/ interpreters.	In place & ongoing.	Information to disabled pupils / parents as appropriate. Written information available in alternative formats.
To ensure a range of professional development training is provided in-line with current and forthcoming requirements to enable staff to continue to increase access to the curriculum for children with SEND.	SENDCO	Staff training on signing and using visual aids. On-going training for supporting children on the ASD spectrum. Training from Speech and Language Service to support children with communication needs. On-going training through outside agencies and external colleagues based on current cohort needs.	Staff meeting time INSET days Training from SALT and SENISS.	Ongoing.	All children make at least good progress.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCO/HT	Training on the use of visual aids, Visual timetables, choice boards. Resources purchased when needed to aid access to the learning environment. Special interest boxes developed for individual children.	training, time from SENISS, Staff meeting time.	In place and ongoing.	Increased access to the Early Years Foundation Stage. The needs of all learners are met.

		Regular sessions booked in sensory room.			
Wheelchair accessible environment. Wheelchair adapted minibus.	HT	Wheelchair accessible toilets in classrooms. Wheelchair accessible toilet for Adults in Reception area. MIDAS training includes use of wheelchair lift in minibus.	Maintenance Plan. Funding and time for MIDAS.	Ongoing.	Wheelchair users able to access all activities.
Access into School and along the corridors to be fully compliant. Reception/cloakroom Area to be fully compliant	Building built to disability statutory requirements	Four designated disabled parking bays in car park and drop-down kerbs. Automatic doors fitted to main entrance and regularly maintained by Integral.	Included in rental cost of building.	Ongoing.	Physical accessibility of school increased.
Improve the quality of provision for children with specific special needs.	SENDCO/ HT/Teachers	Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs. Provide a push & pull stroller so children can access the local community safely including evacuation	Tranquil spaces in class rooms and Sensory room and Community Gardens.	Ongoing.	The school experience enhanced for children with specific special needs.
Maintain safe access around exterior of school.	Integral site landlord	Ensure that Pathways & ramps are kept clear of litter, snow ice and vegetation. Drop down kerbs	Cost included in grounds maintenance.	Ongoing.	Disabled people to move unhindered along exterior pathways.