

Caversham and New Bridge Nursery School Accessibility Plan 2014- 2017

Introduction

The Disability Discrimination Act (DDA) 1995 was extended to include education by the SEND and Disability Act 2001 (SENDA). The Equalities Act was updated in 2010. The Governing Body of Caversham and New Bridge Nursery School recognises the following duties that both these acts place upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons

The planning duties of the DDA (now covered in the Equalities Act) makes three requirements of the Governing body

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the Premises, Finance and Curriculum and SEND Committee of the Governing Body. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

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

Caversham and New Bridge Nursery School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. The plan will be accessible on our website.

This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with the staff team and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted and LA inspectors upon request.

Supporting Policies:

| Equality, SEND, and Behaviour Policies Timescale | Objective Short Term | What | Who/How | When | Outcome | Completed |
|--|--|---|---|--|--|--|
| 1 | To ensure all teachers are following SEND policy in the light of pupil's current needs | All teachers need to ensure that they are using appropriate learning strategies and resources | Monitor by SENCO Senco to update SEND policy in line with new code of practice | Ongoing Senco to keep staff updated on the new code of practice | Continual CDP training for staff in order to remove all barriers to learning | Well trained staff who are up to date on SEND requirements and are aware of potential barriers to learning |
| 2 | Short Term | Ensure compliance with Equalities Act and SEND code of Practice 2014 | Staff and governors informed of requirements and obligations of the Equalities Act and Accessibility Plan shared with all | Ongoing staff and governors Meetings | School is fully compliant with the new SEND code of practice | All personnel aware of requirements and obligations |

To be reviewed April 2019

| | | | | | | |
|---|--------------------------|--|---|---|--|---|
| | | | personnel. | | | |
| 3 | Short/ Medium Term | Greater awareness of and confidence in dealing with pupils with SEND amongst all EY practitioners | Identify areas where knowledge and skills base needs to be extended | 2015/16 | More highly trained staff in this area of the SEND code of practice 2014 and current research and strategies for dealing with SEND | Better access to the curriculum for all children Well informed identification of the need for high quality wave 1 provision |
| 4 | Medium Term | To ensure that areas inside and outside are inspected and that new equipment meets the regulations in force at that time To investigate | To assess any high risk areas and carry out appropriate risk assessments, working to bring them up to an acceptable level., | LA representatives, staff, and governors to carry out risk assessments Academic year 2015- | Suitable risk assessments carried out and health and safety is well monitored | All risk assessments carried out so far, this is ongoing as it is responding to particular needs as and when they arise e.g risk assessment of personal plans |

| | | | | | | |
|--|--|---|---|------|-----------------------------------|--|
| | | the possibility of having shower access for the children at New Bridge Nursery School | SLT and bursar to investigate costs and logistics | 2016 | Decision made about shower access | H&S Audit completed and achieved. Potentially a new shower room |
|--|--|---|---|------|-----------------------------------|--|

To be reviewed April 2019