



Hollywood Park Nursery School
Accessibility Plan 2021-2023

Vision Statement

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 for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Hollywood Park Nursery School, the Plan will be monitored by the Head teacher and evaluated by the Resources Committee. The current Plan will be appended to this document.

At Hollywood Park Nursery School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims:

Our Aims are:

- Increase access to the curriculum for children with a disability, medical condition or other access needs

- To improve the physical environment of the school to increase the extent to which children, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.

- Improve the delivery of information to children, staff, parents/carers and other members of the school community

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with children, parents, staff and governors of the school. 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 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. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governing Board Resource Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) Hollywood Park Nursery School is committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The Hollywood Park Nursery School Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Hollywood Park Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for children with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these children in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).

- Improve and maintain access to the physical environment of the nursery, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

- Where needed, adapt the delivery of written information to children, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) 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.

5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Visits Policy
- Equal and Diversity Policy
- Staff Development

- Emergency Evacuation Procedures
- Positive Behaviour and anti-bullying Policy
- Positive relationships Policy
- Admissions Policy
- Nursery School Brochure
- School Improvement Plan

6) The Accessibility Plan for physical accessibility relates to the Access Audit of the Nursery, which remains the responsibility of the governing body. It may not be feasible 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 Nursery prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

7) Equality Impact Assessments will be undertaken as and when Nursery 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.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to Nursery. For parents and carers of children already at the Nursery, we ask parents to keep the Nursery informed of any changes to the information they have provided.

Physical Environment There are areas of the Nursery to which children with additional needs have limited access. All children participate in all activities. Some aspects of activities present particular challenges, for example lunch and break times for children with social/interaction difficulties, school trips for children with medical needs and additional needs. We always try to offer solutions to these barrier wherever possible adjusting what we do.

Curriculum There are very few areas of the curriculum to which children with additional needs have limited or no access, as we work in a very holistic child centre manner. We have developed skills over time in supporting children with disabilities and have a dedicated team of staff who have expertise in this area. However, some areas of the curriculum still present particular challenges, for example: Physical development for a child with a physical impairment. Other issues affect the participation of a disabled child, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people; in effect all the school's policies and procedures, written and unwritten impact upon participation.

Information Different forms of communication are made available as needs are identified to enable all disabled children to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled children, parents and staff as needed.

Access Audit

Admissions

All three and four-year old children are entitled to 570 hours free early education. Some children can also access a further 579 hours if their parents are entitled to 30 hours. Some 2-year olds are entitled to 570 hours funded 2-year-old places.

The free entitlement is at the heart of the Government's vision for all children to have access to high quality early years provision that helps them reach their full potential, irrespective of background or family circumstances.

Access to Building and Classroom Areas

All areas of the school building are accessible by all children and their Parents/Carers. These areas are detailed below:

Building	Features
Main Building and Entrance	<p>The main entrance to the Nursery is via a ramp. The entrance door is a double door which can be opened wide enough for wheelchair and double buggy access.</p> <p>Access through other external doors is via a ramp. These doors are double doors. At present these doors access Lisburne- Holly Class.</p> <p>All classroom areas have flat entrance/exits with wide doors.</p> <p>Disabled toilet facilities are available for children.</p> <p>Corridors are wide enough for wheelchairs to be used.</p>

	<p>Doors are all fobbed.</p> <p>Fire exits are either flat or via a ramp.</p> <p>Noise/acoustic levels within the Lisburne hall area and the soft play room have sound absorbers installed.</p>
Access to Outdoor Area	<p>Available for all children. The outside area is accessed through fobbed entry. Access is available via a ramp. The outdoor play area is sloped in places and there is a slight level change where the safety surface meets the tarmac. There is a distinct colour difference. The tarmac is worn in places. Outside areas due to be refurbished to ensure access for all children.</p>
Mud kitchen	<p>Slightly uneven surface so wheelchair access may be limited. As this is a wild area, bushes are quite close together, limiting wheelchair manoeuvrability.</p>
Sensory/Planter Garden	<p>Garden can be accessed by all children. Surface is level.</p>
Nature School Area	<p>Accessed via a gate, path is tarmacked. Nature School area has slopes and pathways through meadow grass. There is a shelter with barked surface. All children can access the tarmac path, but not meadow grass areas</p>

Lisburne Outside area	Accessed via a gate, path is level. Nature School area has slopes and hidden pathways, with a gravel pathway allowing all children to access the Nature School.
Entrance Paths	The pedestrian walkway is tarmacked and flat.
Car Parks	Hollywood Park Nursery Car Pack is accessed through keycode sliding gate. Lisburne car park is accessed through a large double gate. The centre area of this car park retains the original cobbles and so is uneven; making wheelchair access difficult. The building is Listed and the cobbles cannot be removed.

Evacuation Procedures

The Fire and Evacuation Procedure lays down the safe and efficient evacuation of the school building.

This procedure will be adapted to meet the specific needs of individual children when required. Such procedures will be set out in the Individual Support Plan for the child.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding children with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.

- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.

- 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.
- The Accessibility Plan will be published on the school website.
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.
- We make links with other schools to share best practice through regular SENDCo network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting children's needs. If there are any complaints relating to the provision for children with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

Action Plan

Access to the curriculum.

Objectives	Actions	Staffing	Timescale	Monitoring	Success Criteria
Ensure all staff have access to specific training on disability issues.	Identify training needs as necessary for individual children. Use performance management process. Specific	HT/SENDCo	ongoing	HT/SENDCo	Raised confidence of staff strategies for differentiation and increased child participation.

Objectives	Actions	Staffing	Timescale	Monitoring	Success Criteria
	ongoing training in the resource base and as children access the main nursery.				
Ensure all staff are aware of curriculum access for disabled children.	Share PSP information to staff Information shared at whole staff meetings as identified children begin at nursery	HT/SENDCO	Ongoing and as necessary	HT/SENDCo	All staff aware of the curriculum access needs for individual needs. All staff are aware of individual care plans for children with specific medical needs.
To liaise with Portage and other early years providers to prepare for the new intake	To identify children who may need adapted or additional provision	SENDCo	Throughout the year	HT /SENDCo	Provision set in place ready for when the child/ren start Nursery

Objectives	Actions	Staffing	Timescale	Monitoring	Success Criteria
of children into the Nursery each year					
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify children who may need adapted or additional provision	SENDCo	Ongoing as need arises	HT /SENDCo	Provision set in place ready for when the child/ren start Nursery
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	HT	Ongoing	SLT & Governors	All policies clearly reflect inclusive practice and procedure
The nursery is organised to promote independence in learning for all children	Regular reviews of the layout of the indoor and outdoor environment. To ensure learning areas accessible for	HT All staff	Ongoing	HT All staff	Access to all activities for all children.

Objectives	Actions	Staffing	Timescale	Monitoring	Success Criteria
	children with a disability.				
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between Nursery and families.	HT All staff	Ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To establish and maintain close liaison with outside agencies for children with additional needs	To ensure collaboration between all key personnel.		Ongoing	SLT/SENCo, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and individual support plans.
To ensure that school trips and	Risk assessments undertaken that take into	HT	Ongoing	HT/SENDCo educational visits settings	Evidence that appropriate considerations and

Objectives	Actions	Staffing	Timescale	Monitoring	Success Criteria
visits are accessible to all children.	consideration mode of transport, accessibility to venues and ratios of adults.				reasonable adjustments have been made

Access to information

Objectives	Actions	Staffing	Timescale	Monitoring	Success Criteria
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<p>Review information to parents and carers to ensure it is accessible.</p>	<p>Consult parents and carers about access needs when child is admitted to nursery. Develop a range of methods including leaflets, texts, parentmail for the nursery to communicate important information. Share information on Development Maps</p>	<p>SLT</p>	<p>ongoing</p>	<p>SLT</p>	<p>Parents and carers receive information in an accessible format.</p>
<p>Develop communication with children in the provision</p>	<p>Continue to develop use or appropriate visual support, e.g. PECS, PODD, visual timetables, Makaton Access staff training</p>	<p>SENDCo</p>	<p>Ongoing</p>	<p>SENDCo</p>	<p>Staff able to support children communications needs.</p>

	<i>/advice/guidance from SALT and SENDCo as needed.</i>				
Develop communication with children in the provision	Continue to develop use or appropriate visual support, e.g. PECS, PODD, visual timetables, Makaton Access staff training <i>/advice/guidance from SALT and SENDCo as needed.</i>	SENDCo	Ongoing	SENDCo	Staff able to support children communications needs.

Access to Physical Environment

Objectives	Actions	Staffing	Timescale	Monitoring	Success Criteria
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<p>To create affective and accessible learning environments for all children.</p>	<p>Regular safety checks to ensure fire exits are clear and potential obstacles are identified. Staff discuss changes to environment at daily meetings for 'planning in the moment', keeping in mind the need of children with SEND</p>	<p>All staff</p>	<p>Ongoing</p>	<p>HT</p>	<p>Fire escape routes in place and all staff have understanding of evacuation procedures.</p>
<p>To ensure evacuation plans include the needs SEND children.</p>	<p>Personal Emergency Evacuation Plans for identified children as necessary.</p>	<p>HT</p>	<p>Ongoing as needed</p>	<p>HT</p>	<p>Staff are confident in the evacuation of SEND children in the event of a fire.</p>