Accessibility Policy

Weoley Castle Nursery School

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Weoley Castle Nursery School intends, over time, to increase the accessibility of our school for disabled pupils. Weoley Castle 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

a) He or she has a physical or mental impairment.

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

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Curriculum policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

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.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

• A copy is posted on the school's website

• Paper copies are available from the front office

Review and Evaluation:
It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Weoley Castle Nursery School will address the priorities identified in the plan. The plan is valid for three years 2022-2025. It is reviewed annually.

Section 2: Aims and objectives

Accessibility Plan Code

C. Increase access to the curriculum for pupils with a disability
E. Improve and maintain access to the physical environment
I. Improve the delivery of written information to pupils

Improve access to the physical environment at Weoley Castle Nursery School				
Objectives	How	Who	Resources	Evidence and Timeframe
Make all areas outdoors safely accessible to all children, visually impaired, disabled.	Using high visibility paint	Sites team	Paint	This has been done previously but may need updating
Organise the environment indoors and outdoors to ensure maximum	Add ramps for ease of access for wheelchair users	Sites team	Wood	This has been actioned at the site with steps now

accessibility for children with a disability.				
To use the sensory room we have created to support children with sensory needs.	Staff training	Katy Wood SENDCo	CAT team	This is used by our higher level SEND children currently at Preschool
Ensure all new staff are given updated information in order to support disabled children.	Induction and supervisions	Manager	Induction pack	Health and safety person to update induction health and safety pack info regularly
The school will make reasonable adjustments and provide aids where needed and appropriate to meet the individual needs of a child or adult.	Through monitoring of SEND children's progress over time	All staff	What ever is needed for that individual	By monitoring children closely within vulnerable groups we will be able to identify what they need to support their learning and provide this.
Ensure there are positive examples of disability and inclusion in literature and toys available.	Purchase resources regularly that show diversity	SLT	Books, toys, models, role play equipment	This needs to be done yearly and regularly updated
To improve access, progress and participation for children and young people with communication interaction and sensory needs.	Replace worn out/outdated IWB in classrooms with LED screen and to continue to carry out speech and lang assessments on all children who need it and train staff effectively	All staff	Training in Makaton, Autism	All staff will be trained in sensory needs and understand the needs of the children- CAT and PSS delivered this staff training March 2022