



Accessibility Plan

Date adopted: September 2014

History of most recent policy reviews

Date	Review Date	Who is Responsible?
	July 2015	Full Governing Body

Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENSA). It draws on the guidance set out in *“Accessible Schools: Planning to increase access to schools for disabled pupils”*, issued by the DfES in July 2002.

This Plan should be read in conjunction with all other school policies, particularly the following:

- Inclusion and Additional Needs Policy
- Health and Safety
- Equal Opportunities

This Plan will be reviewed every two years.

Rationale

This Plan covers all members of the school community and any other person connected to the school or who has contact with the school.

At The Limes Nursery School and Children’s Centre, we believe that the curriculum is not only teaching and learning but the wider curriculum of the school, such as participation in Space Cadets, clubs, leisure, sporting and cultural activities and other school visits. The Limes Nursery School and Children’s Centre is committed to removing barriers to learning.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as: “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Aims

Our aims are to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Enable the needs of all pupils to be met so that they reach their fullest potential and school standards of achievement are raised
- Ensure that all pupils have equal access to information, the curriculum and the physical environment.
- Challenge and prevent disability discrimination in any aspect of school life by consistently restructuring existing cultures, policies and practices so that they respond to the diverse needs of all pupils
- Create an inclusive atmosphere where all pupils are equal members of the school community.
- Provide written information to disabled pupils in a format which takes into account their preferred method of communication.

Responsibility

The Governing Body is responsible for ensuring that all aspects of school life, for example, the curriculum, school policies, school trips and homework, are free from discrimination. The Governing Body is also responsible for the actions of employees and for anyone working within the school e.g. reading volunteers, helpers and teachers from support services.

Accessibility Arrangements

Access to the Environment

- The Limes Nursery School and Children's Centre is a single site school, although the different phase settings are arranged as separate buildings within a fenced space. . Entrance to the building is through the main reception, which is level and therefore, suitable for wheelchair access. Visitors requiring support due to visual or mobility impairment can request this at time of entry. Our welcome staff can also see if someone needs support and can aid them at this time.
- Classrooms are accessed off of the main halls from which there is also wheelchair access. In the new build area, all rooms are wheelchair accessible.
- There are currently two disabled accessible toilets in the old school and disabled access toilets on both levels of the new build.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils and visitors. Some of our classrooms have high ceilings and therefore the acoustics are not good for hearing impaired children. We have carpets and soft furnishings in the classrooms to minimize the effect of this.
- We have 3 disabled access parking bays close to school.
- Children requiring equipment to support access due to impairment will be assessed, often with support from the Occupational Therapy Service, Sensory Impairment Service or Physiotherapy Service in order to gain the support that they require.

Access to the Curriculum

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Staff will work in a way to avoid the isolation of the children with disabilities they are supporting, and will encourage peer tutoring and collaborative learning.

Children with sensory or mobility impairments will access the curriculum

through specialist resources such as ICT where this is appropriate. We will liaise with the relevant agencies and parents to make sure every reasonable adjustment is made to help children covered by this policy reach their full potential.

- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Access to Information

- All children requiring information in formats other than print have this provided
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- School will check parent's / carers information access needs on entry to school and make every reasonable adjustment to meet these.

Admission arrangements

- Children with disabilities are considered for admission to the school on exactly the same basis as for children without disabilities. New intake in Reception is admitted following the Bristol Policy.

Access to Off Site Visits

- The Limes Nursery School and Children's Centre tries to make all trips inclusive by planning in advance and using accessible places. We provide additional adult support for individual children as required. We use accessible transportation when needed. Risk assessments are carried out prior to educating off site.
- Children with access needs are admitted to afterschool provision on the same basis as other children. Reasonable adjustments are made to accommodate their needs.

Implementation and Review

Access arrangements are reviewed by the Headteacher and Inclusion Manager. Lesson observations conducted by the Senior Leadership Team and Subject Leaders will highlight any curriculum access difficulties. These will be discussed with the teacher and Inclusion Manager and reasonable steps will be taken to remove these barriers to learning.

Access to the environment will be reviewed by the Headteacher and Inclusion Manager. Reasonable steps will be taken to modify the environment to meet the needs of individual pupils as we receive them. General disability access is taken into account through all new building on the site.

Adopted:..... Date:.....
Head

Adopted:..... Date:.....
Chair of Governors

This policy will be reviewed every 2 years
Date for review: September 2016