



Accessibility Plan 2022 - 2025

Review date: September 2022

Next review: September 2023

At Hirst Wood Nursery School, our values reflect our commitment to a school where there are high expectations of everyone.

Our Values

We enable children to learn through fascination and creativity

enabling them to become self-motivated, independent and confident and involved in their activities and learning.

Everyone in our school is important and included.

We promote an ethos of care, trust and safety where every member of our school community feels that they truly belong and are valued.

We recognise everyone's uniqueness.

There will be no invisible children here. We recognise everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners.

We make a difference for our families

We provide and source a range of high quality inclusive accessible and integrated services that will make a difference and improve outcome for families.

Building Relationships

We build highly effective relationships with parents and carers and foster their active involvement in their child's learning and progress.

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 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 Headteacher. 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.

At Hirst Wood 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.

Hirst Wood 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 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.

Objectives

Hirst Wood 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. 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. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

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

- Behaviour Policy
- Curriculum Intent Implement and Impact documents
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

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 school 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. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- The Headteacher
- Site Management team

The Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and 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 curriculum for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as equally, prepared for life as are the able-bodied children; (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 the wider curriculum of the school such as participation in 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;
- Improve and maintain access to the physical environment of the school, 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;

- Improve the delivery of written information to children, staff, parents and visitors with disabilities; examples might include reading books and information about the nursery school as well as specific events organised within the school. The information should be made available in various preferred formats within a reasonable timeframe.
- Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 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.
- 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 school 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.
- The Accessibility Plan will be published on the school website.
- 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.
- This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.
- 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”.

Concern	Recommendations	Cost	Date Completed	Responsibility
Corridors	Keep corridors clear from obstructions.	None	Ongoing	All staff
Wilderness and sensory garden	Wheelchair accessible from the car park. Ensure non-slip ramp	Completed	September 2019	Repairs & Maintenance Manager
Disabled parking	Spaces provided needs to be repainted	Paint & time	March 2022	Repairs & Maintenance Manager
To ensure all children are fully included in daily Nursery life and making accelerated progress.	Addition of a bespoke provision for children with complex physical and/or medical needs (Woodlands)	Commissioning through Local Authority	September 2022	Local Authority Governors Headteacher
To promote Fundamental Foundations of language development	Increase the Commissioned Speech and Language support worker (weekly) to increase the number of children to be supported.	£9128 Subsidised by Bradford Birth to 19 opportunity area	Ongoing	Headteacher
Changing facilities for children who are yet to achieve continence	In place Refer to Intimate Care Policy	None	Ongoing	Headteacher
To ensure all areas of Nursery are fully accessible and safe for all.	Maintenance programme for equipment in sensory room Maintenance of hoist system x 2 (changing room and Little Room) All colleagues to access training to help them fulfill their role and meet the needs of all children	Need comparative prices Review in house and external training offer	Ongoing	Headteacher