

Windsor Nursery School

Accessibility Plan 2021-2022

Introduction

Windsor Nursery School will comply with the School Premises Regulations 2012, follow the DfE (2015) Advice for Standards for School Premises and should be physically accessible to disabled pupils. We will plan to

- Increase the extent to which every pupil (including disabled pupils) can fully access the school curriculum;
- Improve the physical environment of the school to increase the extent to which disabled pupils can access education and associated services;
- Improve the physical environment of the school to increase the extent to which disabled parents and carers can access and support their child's education and associated services

We will review our accessibility targets at least every two years. The targets can be found in this plan and may also be part of the Improvement Plan.

We will work actively to anticipate the needs of disabled staff and pupils and will ensure the inclusion of disabled people by making reasonable adjustments. We will consider the following in deciding when a reasonable adjustment request can be met;

- How effective the change will be in assisting the disabled person
- Its practicality
- The cost
- The resources and size of school
- The availability of any financial support and
- Any safety issues

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Below is a set of actions showing how Windsor Nursery School will address the priorities identified in the plan. (Please note that alterations in the priorities are likely to occur frequently in response to frequent new cohorts of children entering the 2s and 3s provision, and especially the Inclusion Plus dedicated places for children with complex SEND)

Windsor is committed to upholding the Equality Act 2010 and the public Sector Equality Duty.

Date of Plan: May 2021. To be annually reviewed.

Definition of Disability:

Disability is defined by the Equality Act 2010):

'A person has a disability if

- a) The person has a physical or mental impairment, and
- b) The impairment has a substantial and long term adverse effect on the person's ability to carry out normal day to day activities.'

The purpose and direction of the school's plan: vision and values

At Windsor Nursery School we are committed to giving all of our children every opportunity to achieve the highest standards. We do this by taking account of pupil's varied life experiences, interests and needs. We offer a broad and balanced Early Years curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Windsor Nursery School values and promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Windsor Nursery School aims to be fully inclusive. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with medical needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is not achievable despite our best efforts.

Windsor Nursery School works specifically to:

- eliminate discrimination;
- eliminate harassment;
- promote equal opportunities;
- take steps to take account of disability;

- encourage the participation of disabled people in public life;
- make reasonable adjustments.

Information about school context

Children with a range of backgrounds, needs and abilities attend Windsor Nursery School, with new children joining and leaving every term. Parkfields is an area of rich cultural diversity and high levels of economic disadvantage. Many children who join Windsor Nursery School do not yet understand or speak English and may also be experiencing life in England for the first time. Many children who attend Windsor become identified with SEND eg: hearing impairment, visual impairment, allergies, hyper-mobility, severe learning difficulties, ASD, emotional regulation difficulties and speech, language and communication needs, and Windsor Nursery School has 10 dedicated places for children placed by the LA, with complex SEND. There is a substantial proportion of children at Windsor who are eligible for EYPP.

We collect information from children's families at the earliest opportunity in order to prepare in any way we can for children starting at the school. We work to liaise with parents/carers and professionals to provide the appropriate care for their needs.

Current Situation

- The ethos of Windsor Nursery School and commitment of the nursery school community towards promoting equality is strong.
- The building has good access.
- The main reception area adheres to the requirements of disabled access with sign-in areas meeting relevant height requirements.
- The children's main attendance areas are all on the lower floor on one level.
- There is a lift to the upper floor of the building and good access to the additional learning and meeting space on the first floor.
- There is a disabled access toilet both on the lower and upper level.
- Currently there are no pupils on, or parents of children on roll requiring specific physical modification to the building or site for access. This position is reviewed with every new intake of children or in advance from information from Special Needs Early Years, Inclusion and parents as available.

The main priorities in the schools plan:

- The school draws on the expertise of external agencies to provide specialist advice and support, and work in very close partnership with a member of the Special Needs Early Years Team.
- Principles and embedded practice to work in close partnership with parents and carers is embedded and a priority.
- The SENCO (Deputy for Teaching and Learning) has an overview of the needs of pupils with SEND.
- There are high expectations.
- There is appropriate deployment and training of staff around each child's identified needs.

- Successful practice is shared within the school
- The school works with partner schools with particular care afforded to the transition process.

Action Plan is below:

Issue	Action	People/ Resources	Timescale	Success Criteria	Monitoring Method: Who? How? When?
Children with complex SEND arriving into Windsor have very individual needs eg: particular sensory needs so find some environments very difficult to settle and learn in	To identify each individual child's needs and how best to modify the environment	SEND team to identify needs and create action plan to address which may include tasks for wider team members eg; HT and caretaker	In response to each child's attendance at Windsor	Each child able to fully access and learn within the Windsor environment.	SEND team meetings TAC mtgs SLT mtgs SEND link governor termly meetings
Safe use of swing (sensory experience) within Little Oak for children in Inclusion provision.	Installation of picket fence to separate swing area to enable 1:1 support during swing use, within defined area and ensure no other children are at risk of collision with the swing.	Purchase of materials. Installation of fence. Corresponding costs.	As soon as possible	Children with complex SEND experience sensory feedback needed to learn and develop through access to a swing resource.	Headteacher Caretaker Inclusion provision team
There are benefits to the different groups (T42s&3-4yr olds) of both playing and learning in a defined outdoor space and to sometimes open this to create a larger shared space.	Installation of post and rail fence with wide gate.	Purchase of materials. Installation of fence. Corresponding costs.	September 2021	Effective use by all children of the outdoor learning environment at all times.	Headteacher/SLT Caretaker Staff teams for Acorn and Oak