



Rosemary Nursery School and Children's Centre

Learning together - Growing together



Accessibility Plan 2020 – 2021

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Improve the physical environment of the school to enable disabled pupils and visitors to take better advantage of education, benefits, facilities and services provided.
- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the availability of accessible information to all involved with our school.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in the nursery and celebrating and valuing the achievements and strengths of all. We believe that equality at Rosemary should permeate all aspects of life and is the responsibility of every member of the school and wider community. Every member of our community should feel safe, secure and valued.

Legislation and guidance

- This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.
- The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.
- The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- Rosemary Nursery School is committed to these principles.

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
School is aware of access needs of pupils, staff parents/ carers and community users.	Through induction process, key persons will meet with parents/carers of pupils and specifically ask them about any access requirements. This will be recorded on admissions paperwork.	Every September (repeat for January and April intake of children)	Key persons report access requirements to Inclusion leader Headteacher	All pupils and parents/carers' access needs are met safely.
	Review training for managing children with additional medical needs annually and ensure appropriate training is provided to meet the specific medical needs of individual children. Parents/carers will be informed of, and wherever possible, invited-alongside Rosemary staff- to take part in specific training that is arranged to meet the needs of their child; e.g., understanding use of hearing aids, understanding epilepsy	Every September - H & S Coordinator and Inclusion Leader review processes for identifying and responding to medical needs and administering medicines with staff group Ongoing process as children's medical needs may change over time Staff meeting and INSET time when needed.	Inclusion leader Health & Safety Coordinator Headteacher Key Persons to inform Inclusion Leader and Health and Safety Coordinator of all medical needs as soon as they are known	All staff are trained so that children's medical needs are met safely.
	To carry out a consultation with staff and Governors to ascertain access needs and ensure they are met.	Every September	Headteacher Clerk to Governors to inform CoG and HT	All staff and Governors' access needs are met
	Consider what small as well as major adaptations may be needed to the physical environment to meet the needs of each child; for example, adapting acoustics by the careful placement of soft furnishings, adapting display by reducing visual stimuli, adapting play areas by	On going	Key Person Headteacher	All children's access needs are considered and, as far as possible, within available resources, met.

	highlighting changes in levels for children with visual impairments			
	To ensure risk assessments are completed if a child, parent, staff member or Governor requires assistance using the physical environment.	On-going – when required	Health and Safety Coordinator Headteacher	Everyone can access the physical environment safely.
On site at all times – an adult accessible toilet, children’s accessible toilets, platform lift, nappy changing facilities, wheelchair accessible doorways, a lockable health and safety cupboard to store inhalers and labelled medication, hand washing stations and drinking water available.				

Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure due consideration is given when purchasing new resources to the principles of inclusion and promotion of positive images.	Staff consider inclusion and positive images including all equalities groups when purchasing new resources.	On going	Deputy Head Teacher Teachers	Annual audits of resources and Learning Walks show all groups including equalities groups are represented positively.
There are planned opportunities in the curriculum to challenge and explore children’s views and understanding of inclusion and equality within their local community and the wider world. Children should have opportunity to explore and challenge ideas.	Continue to develop opportunities to support children’s well-being and personal, social, emotional development.	Ongoing	Deputy Head Teacher Teachers	Children understand the principles of inclusion and issues surrounding the Prevent duty and can articulate their views and challenge prejudice or unfair behaviours.
On site at all times – a public computer for community use, the word ‘hello’ translated to represent the many languages used at our school, a selection of fiction and non-fiction books for all to access on a range of equalities-related subjects, small world figures to reflect our immediate community and the wider world, a family room for meetings and information booklets displayed in the entrance.				

Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
To identify any parent/carers who do not have access to their	To ensure all parents have access to their child’s Tapestry account.	On going	Key Persons ICT Coordinator	All families will have access to their child’s Tapestry

<p>child's Tapestry Online Learning Journal.</p>	<p>Making a commitment so that every parent has access. Provide:</p> <ul style="list-style-type: none"> • an option for a parent to receive a paper copy of Tapestry Journal • 1:1 meeting with an interpreter • home visit • parent/ carers Tapestry workshops. <p>DHT and/or ICT Coordinator monitors parents/carers' access to Tapestry. Support is offered promptly in above ways.</p>		<p>Deputy Head Teacher</p>	<p>Learning Journal.</p>
<p>Ensure parents / carers are accessing information.</p>	<p>Information will be made available to parent/ carers via the website, termly newsletter, signs, letters and handouts.</p> <p>We send information out to parents/ carers about how to translate newsletters via email and the translation 'app'.</p> <p>Booklets, posters and leaflets in the entrance provide useful information and advice.</p>	<p>On going</p>	<p>Administrator Headteacher</p>	<p>All families are well informed of events and dates for their children.</p> <p>All families are aware of local sources of support.</p>