

## **Parklands Nursery School and Playgroup**

### **Accessibility Plan**

**2018-2020**

#### **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 2011 (SENA) and schedule 10 of the Equality Act 2010.

#### **Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA): **‘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.’**

#### **Key Objectives:**

Our objectives are: to reduce and eliminate barriers to access to the Early Years Foundation Stage Curriculum and for all stakeholders (children, prospective parents, staff at the nursery, parents and the adults from the community) to fully participate in the life of the school.

#### **Principles:**

- Compliance with the DDA is consistent with Parklands Nursery School and Playgroup Equality Duty and the Inclusion Policy □ The school recognises its duty under DDA and Equality Act:
  - Not to discriminate against disabled children in their admissions and provision of education and associated services
  - Not to treat disabled children less favourably
  - To take reasonable steps to avoid putting disabled children at a substantial disadvantage
  - To publish an Accessibility Plan

- The school recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parents' and child's rights to confidentiality
- The school provides all children with a broad and balanced play-based curriculum; differentiated and adjusted to meet the needs of individual children and their preferred learning styles, endorsing the key principles in the Early Years Foundation Stage Curriculum, which underpins the development of a more inclusive curriculum
  1. Responding to children's' diverse learning needs
  2. Setting suitable learning challenges
  3. Overcoming potential barriers to learning for individual and groups of children

### **Delivery of the curriculum:**

School staff will receive appropriate training and support in making the curriculum accessible to all children and are aware of its importance. The school will continue to seek to follow advice of support services such as the LA Portage and SEN Inclusion Team and appropriate health professionals.

### **Physical Environment:**

The school will take account of the needs of children and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### **Provision of information in other formats:**

The school is aware of local services, including those provided by the Local Authority (LA) to provide information in alternative formats when required or requested. The school also promotes the LA Local Offer.

PARKLANDS NURSERY SCHOOL, NORTHAMPTON

3 And 4 year old provision at Parklands Nursery School

Aspects Considered	Action / Proposal	Timescale O S M L	Comments
<b>Building, external areas, furniture and equipment</b>			
Cleaning and maintenance	Maintain the building, site and all facilities in a clear and tidy state. Ensure maintenance works and repairs are carried out as soon as practical	O (ongoing)	Many problems can be avoided by ensuring spaces are not obstructed and damaged fittings and finishes are promptly repaired.
Maintenance and redecoration	Be aware of the opportunity to create a more inclusive environment when decorating or replacing fabric and fittings	Ongoing	Disabled toilets with requisite colour and accessibility. To ensure maintained and uncluttered.
Car park- 2spaces allocated for those with disabilities and need to park on the staff carpark.	NCC responsible for grounds at front of Nursery.		
Main entrance	Keep the area outside the main entrance free of obstructions	Complete	Parents are asked to 'park' buggies and bikes in buggy store. Plant pots to be placed carefully.
Lunch club room	Easy accessibility. High noises level which bounces off the walls	Ongoing	If child with hearing impairment joined the Nursery, we would need to find ways to reduce noise in this room.

Room for opportunities for quiet times, when needed, soft play area.	Used particularly for children with ASD	Ongoing	Ensure areas are kept clear for easy accessibility
Nursery Garden	All entrances into the garden have an accessibility slope and surfaces are level. Slope has railings where necessary.	Ongoing	To keep these areas clear
External Play Areas (from environmental audit) <ul style="list-style-type: none"> <li>▪ Front edging step and threshold needs to be visibly prominent.</li> <li>▪ Steps into house needs a new visibility stripe to be painted in the edge of the steps.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A high visibility yellow line along the front edging step and threshold at the playhouse entrance to be added.</li> </ul>	Short	
<b>Communication and Consultation</b>			
Information for parents and carers	Continue to review the methods of communications which may be required for parents with additional needs and parents with English as an additional language and ensure these are provided, if required	Ongoing	There are visual photographic or symbolic signs for children by toilets and wash basins. Translation of information for parents with English as an additional language

Assessing the requirements of children with additional SEN.	The Headteacher and other staff will discuss the requirements of individual children and make arrangements as appropriate for anyone with additional special educational needs who use or could use the premises. Carry out risk assessment	Ongoing	Inclusiveness is an ongoing process
Reviewing arrangements	Any issues arising where the building, facilities and other arrangements are problematic will be reported to the Headteacher. Access arrangements will be reviewed accordingly	Ongoing	Unforeseen issues can arise because of specific disabilities or events
Personal Emergency Evacuation Plan in place for individual children	Review and revise PEEPs for individuals at the beginning of each year	In place at beginning of each academic year	PEEPs shared with identified staff.
<b>Staff Training and Development</b>			
Staff Training	Review accessibility with staff and if appropriate arrange disability awareness training	Medium	All staff aware of accessibility plan
Accessibility Plan	Discuss the access plan, review the actions taken and update the plan This plan was discussed at the Personnel and	Medium	To be discussed again in the FPP on 12 <sup>th</sup> November 2019

	Finance Committee meeting in October 2015		
--	---	--	--

Achievements

Work carried out	Achieved	Impact
Ramps out of rear doors into the garden		Easy accessibility into and out of Nursery building
PEEPS in place for 2 children	September 2019	Fire drill in November-all staff know procedures for those children that need support.