




ASHMORE PARK

AND

PHOENIX NURSERY SCHOOLS
FEDERATION

ACCESSIBILITY AND DISIBILITY PLAN
2020 - 2023

Senior Leadership Team/Compliance Governor(s) Review Date	22.10.2020
Governing Board Approved/Adopted	05.11.2020
Signed on behalf of the Governing Board/Committee	
Policy to be Reviewed Date	30.11.2023

INTRODUCTION

Ashmore Park and Phoenix Nursery Schools Federation will comply with the School Premises Regulations 2012, follow the DfE (2015) Advice for Standards for School Premises and accepts that its schools should be accessible to disabled pupils. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover Education. Since September 2002, the Governing Board has had three key duties towards disabled children, under Part 4 of the DDA:

- To increase the extent to which every child, which includes disabled children, can fully access their school's curriculum
- To improve the physical environment of each school to increase the extent to which disabled children can access an education and the school's associated services
- To improve the physical environment in our schools to increase the extent to which disabled parents/carers can access and support their child's education and the schools associated services.

It is a requirement that the Federation's Accessibility Plan is resourced, implemented, reviewed, and revised as necessary and we review our accessibility targets a minimum of every three years. Attached is the Federation's action plan, which demonstrates how each school in the Federation will address the priorities identified in the plan, see Appendix 1.

The Federation will strive to anticipate the needs of its disabled staff and children and will ensure the inclusion of all disabled people by making reasonable adjustments. We will consider the following when deciding if a reasonable adjustment request can be met:

- How effective the change will be in assisting the disabled person
- Its practicality
- The costs associated with the request/reasonable adjustments
- The resources and size of the (applicable) school
- The availability of any additional financial support
- Any safety issues associated with the request.

The Federation has set out the actions it will take to address the priorities identified in the plan. Please note that alterations in the outlined priorities are likely to occur 'in year,' in response to frequent new cohorts of children entering its schools throughout any academic year.

Ashmore Park and Phoenix Nursery Schools Federation is committed to upholding the Equality Act 2010 Part 6, Chapter 1 specific to Education and is committed to ensuring equal opportunities for any child or employee with a disability, to removing barriers, which can hinder progress, and to making reasonable adjustments to reduce disadvantage.

DEFINITION OF A DISABILITY

Disability is defined by the Equality Act 2010 and states that a person has a disability if:

- The 'person' has a physical or mental impairment; and

- The impairment has a substantial and long-term adverse effect on the ‘person’s’ ability to carry out day-to-day activities.

THE FEDERATION’S VISION AND VALUES

Ashmore Park and Phoenix Nursery Schools Federation is committed to providing all children with every opportunity to achieve the highest standards, which is achieved by considering children’s varied life experiences and their individual needs. The Federation aims to provide a broad and balanced Early Years curriculum and has the highest of expectations for all its children. The achievements, attitudes, health, and well-being of all our children matters and our schools’ actively promote and value the individuality of all of the children irrespective of their ethnicity, prior attainment, age, disability, gender or background.

The Federation strives to be fully inclusive for all its children and actively seeks to remove barriers to learning and participation, which could hinder or exclude individual children or groups of children. Equality of opportunity has to be a reality for our children and includes the following; however, we acknowledge that at times it may not be achievable despite the school’s best endeavours:

- Girls and boys
- Minority ethnic and faith groups
- EAL children who need support to learn English as an additional language
- Children with Special Educational Needs and Disabilities
- Children with medical needs
- Children who are vulnerable.

Ashmore Park and Phoenix Nursery Schools Federation strives to:

- Eliminate discrimination
- Eliminate harassment
- Promote equal opportunities
- Take steps to take account of a person’s disability
- Encourage the participation of disabled people in public life and
- Make reasonable adjustments as and where necessary.

DISABILITY ACCESS AND ADMISSION

Each school within the Federation currently has children with a range of backgrounds, needs and abilities, and has children joining, and leaving (‘in year’ mobility is on the increase ‘year-on-year’) each term, within any one academic year.

At Phoenix Nursery School we have a number of children who do not understand or speak English, and in some instances the children and their families may be experiencing life in England for the very first time with limited access to/or no recourse to public funds.

Admission arrangements include:

- The collection of information from a child’s family at the earliest opportunity to allow staff time to plan to meet the needs of each individual child

- Liaison with parents/carers and external agencies to ensure the appropriate care can be provided as soon as is practicably possible for every child
 - Extensive liaison would occur in order to take 'reasonable steps' to ensure that the child was not placed at a substantial disadvantage when compared to those who are not disabled
 - A joint placement may also be considered
 - 'Reasonable Steps' is understood primarily to refer to the policies, procedures and practices of the Federation.
- Consideration would be given to ensure that sufficient appropriate support is available to enable equal opportunities for all
- Each school will action any reasonable physical adjustments or provide auxiliary aids and services in line with the 'disability discrimination in schools provision'
 - Our school building(s)
 - Are one storey, which allows children easy access to their learning environment(s)
 - Have a main reception, which facilitates easy access into the school
 - Have a disabled access toilet at Ashmore Park Nursery School.
- All staff receive appropriate training to meet the Federation's duties concerning supporting individuals with a disability.

Currently there are no children on roll or staff requiring specific modification to each school's building or site.

Other considerations:

- The Federation's SENDCO will maintain an overview of the needs of all disabled children on roll
- The Senior Leadership Team will liaise with external agencies to obtain specialist advice and support, and will work in close partnership with the child's appointed professional from the Special Needs Early Years' Service
- Staff will work flexibly to organise the learning environment to enable sufficient access as necessary
- If a child is absent, from their school for extended periods, liaison with parents and professionals from external agencies will take place, to allow the child, to maintain access to the curriculum as much as is practicably possible, to that being covered in their school
- When arranging external visits, special attention is given to meet the needs of a child with disabilities. These needs will be highlighted on the risk assessment for the trip
- Successful practice(s) will be shared with all staff across the Federation to ensure the same high standards are consistent across both schools
- Emergency Evacuation Plans will give special attention to the needs of those with a disability. These needs will be highlighted in the child's 'Personal Evacuation Plan'
- The Federation will work with partner schools to support the child's transition process to Primary School.

Action Plan:

[NR1]Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Who? How? When?
<ul style="list-style-type: none"> Children with additional needs arriving into school may have very individual needs e.g. specific sensory needs which results in the child finding some environments difficult to settle and learn in 	<ul style="list-style-type: none"> To identify each individual child's need(s) to allow modifications to be made to the learning environment/ timetable 	<ul style="list-style-type: none"> SENCO to identify needs and create action plan to address and include actions for the child's Educator/ additional Support Staff 	<ul style="list-style-type: none"> As and when required 	<ul style="list-style-type: none"> Each child will be able to fully access the curriculum 	<ul style="list-style-type: none"> SENDCO to monitor that the child is accessing a broad and balanced curriculum Termly meeting to review any individual plan in place SEND Link Governor termly meeting(s)
<ul style="list-style-type: none"> Families who arrive at school with little understanding of/and spoken English which makes the sharing of basic information about nursery very difficult 	<ul style="list-style-type: none"> To identify families and language(s) spoken, and to source varied ways of communicating with the family 	<ul style="list-style-type: none"> The SLT and the child's Educator 	<ul style="list-style-type: none"> As and when required 	<ul style="list-style-type: none"> Each family will feel confident, included in their child's learning journey and will be able to support their child to attend and achieve 	<ul style="list-style-type: none"> SLT to monitor parents' participation in their child's learning journey
<ul style="list-style-type: none"> Staff have the knowledge and skills required to support children with SEND 	<ul style="list-style-type: none"> To continue to train staff to enable them to meet the needs of children with a range of SEND 	<ul style="list-style-type: none"> SENDCO/Staff SNEYS/Specialist Agencies 	<ul style="list-style-type: none"> As and when required 	<ul style="list-style-type: none"> Staff will have a greater understanding of how to best meet children's needs, which will allow children to reach their full potential 	<ul style="list-style-type: none"> SENDCO to monitor that the child is accessing a broad and balanced curriculum Termly meeting to review any individual plan in place SEND Link Governor termly meeting(s).