



Goodway Nursery School

Accessibility Plan 2020-2021

Date policy adopted:

Signed:

Chair of Governing Body

Our school values

- Respect** - respecting children's rights, treating each other with dignity and valuing each person's individual identity
- Security** - creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments
- Relationships** - encouraging kindness and developing relationships where children and families are listened to and feel valued
- Inclusion** - creating an enabling environment where children and families feel a sense of belonging and ensuring equality of opportunity for everyone
- Learning** - reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration
- Empowerment** - encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflict and make positive choices

We are a Unicef Rights Respecting School

This policy links to the UN Convention on the Rights of the child:

- Article 2 Non-discrimination** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 3 Best interests of the child** The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 8 Protection and preservation of identity** Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.
- Article 12 Respect for the views of the child** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- Article 19 Protection from violence, abuse and neglect** Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- Article 23 Children with a disability** A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families..
- Article 27 Adequate standard of living** Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.
- Article 28 Right to education** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- Article 29 Goals of education** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 30: Culture** Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.
- Article 31 Leisure, play and culture** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

We are committed to safeguarding and promoting the wellbeing of all children, and expect our staff and volunteers to share this commitment.

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – Disability discrimination Act (2010)

The Accessibility Plan is underpinned by the 2010 Equality Act and 2015 Special Educational Needs and Disability Code of Practice.

Goodway Nursery School plans, over time, to further increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

- 1) Improve **access to the physical environment of the school**, continuing to develop specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- 2) Increase **access to the curriculum** for children with a Special Educational Need (SEN) or disability. This covers teaching and learning and the wider curriculum of the school such as participation in educational visits and celebratory events. It also covers the provision of specialist aids and equipment and 1:1 support where necessary, which may assist these children in accessing the curriculum.
- 3) Improve the **access of written information** to pupils, staff, parents and visitors with disabilities. Examples might include the school website, letters & leaflets, visual timetables, and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are action plans, relating to these three key aspects of accessibility. These plans will be reviewed and amended on an annual basis.

The plan has been produced by the SENCo, and following consultation, with the Senior Leadership Team, Governing Body and other stakeholders eg. Parents, staff. Subsequent monitoring and adjustments will be made by the SENCo and the relevant parties listed.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors around inclusion and meeting the needs of children with SEN and disabilities.

The plan does not stand alone; it links with many other policies, practices and documents. Its principle's will be embedded within daily school practice and evident within the whole school environment.

Relevant documents include:

Equality Act 2010 and Schools (May 2014)
Special Educational Needs & Disability Code of Practice 0-25 (Jan 2015)
Special Educational Needs & Inclusion Policy (updated May 2015)
Schools SEN Information Report Regulations (Sep 2014)
Teacher Standards (June 2013)

The Accessibility Plan will be published on the school's website: www.goodwayn.bham.sch.uk

As policies, practices and documents are reviewed, they need to take into consideration and have regard to matters relating to equality and accessibility for all.

The plan will be monitored by the SENDco in conjunction with the Senior Leadership team, Governing Body and other stakeholders eg. parents, staff. The school will work in partnership with

the Birmingham LA in developing and implementing this plan and will adopt the principles of Birmingham's Access to Education Service.

SECTION 1: Access to the Physical Environment of the school

Current Practice:

- Disabled parking space within the school car park
- Disabled toilets throughout the building
- Specialist frames around one child sized toilet in each toilet pod
- Adapted resource for individual needs e.g adapted chairs
- Nursery indoor environment is on a level surface
- Steps in the garden have handrails at the appropriate height for children and ramps available.
- Communication friendly environment eg. signs across the school site, visual timetables, photos, pictures and communication boards
- Quiet spaces available as distraction-free environments for targeted intervention work
- Daily activities to promote gross motor development
- Access to the outdoor learning environment all day, every day, with opportunities for physical development
- 1:1 physical support for individual children, as required
- SENCo reports to the Governing Body termly regarding this area of provision
- Annual visits by the Governor with responsibility for SEND

SECTION 2: Access to the curriculum

Current practice:

- Rigorous monitoring of teaching & learning across the school
- Data analysis of children's progress
- Learning walks and teaching observations
- Parent consultations, termly
- SEN provision maps
- Early Support and SEN Support Plan review meetings, termly
- Single Page Profiles completed for each child with a SEN or disability
- Individualised planning to incorporate SEN support plan targets into targeted provision and interventions
- Liaison with external agencies – close working relationships with Child Development Centre, Early Support, Educational Psychology, Communication & Autism team
- Range of teaching methods & styles used to engage all types of learners
- Visual timetables and now and next boards used as appropriate
- Use of gestures and prompts, limited languages and now and next in interactions with the children
- Fiddle toys
- Range of interventions in place to support all learners and their specific needs in order to maximise children's attainment & achievement.
- Differentiated planning.
- Communication and Language intervention groups.
- Social stories
- Library books on particular identified areas
- Educational visits and celebratory events accessible to all
- Additional staff employed to work within the inclusion team and deployed accordingly
- Staff have received training to meet the needs of individuals and groups of children eg. AS Tier 1, AS Tier 2 and AS Tier 3, Epilepsy, Epipen.
- Staff aware of school's SEND policy
- Transition is planned in detail, for each child, to ensure as smooth a transition as possible
- Child-centred curriculum to promote engagement and extend learning

SECTION 3: Access to written information

Current practice:

- Home visits to gather and share information
- School website includes policies and procedures and Local Offer
- Updates communicated via social media (Facebook and Twitter)
- Early Support and SEN Support Plan review meetings, termly
- Single Page Profiles completed for each child with a SEN or disability
- Availability to talk to the SENCo and Assistant SENCo at all times
- Appropriate space allocated to be able to meet with parents
- Annual Reviews meetings for children with EHCP's
- 'Team Around the Child' meetings – parents, staff, SENCos, external agency support
- Termly parents surveys
- Parent workshops
- Parents feedback and comments welcomed & recorded at reviews
- Communication tools in place for children that are non-verbal in their communication
- Tapestry online learning journey used to keep parents regularly updated on their child's learning experiences, successes and Next Steps
- SENCo reports to the Governing Body termly regarding this area of provision
- Termly visits by the Governor with responsibility for SEND

This plan will be reviewed annually.