

This policy has been considered and written in conjunction with our Rights Respecting School's charter adapted from the United Nations Convention on the Rights of a Child.

'In our school, we believe that every child has the right to play, learn and grow in an inspiring, empowering and safe environment protected from harm and treated fairly. We believe that each one of us has a responsibility for the world and its inhabitants, both of which deserve respect and nurture.'

South Normanton Nursery School Charter

Disability Equality Scheme and Accessibility Plan 2025-2027

Aims of the Accessibility Plan

This plan outlines how South Normanton Nursery School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.

- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

The governing board will undertake a regular Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

Access to the Curriculum

Targets	Who	Timescale	Outcome	Complete
Staff to ensure that the curriculum is differentiated to the needs of all children	Head Teacher / Teacher	Ongoing	All children access the curriculum at a level appropriate to them.	
Meetings to occur each half term, to assess and address children's needs	Head Teacher	Each half term	Children's needs are reviewed and being supported in their progress.	
Staff are trained on the needs of children with SEND and appropriate strategies put in place.	Head Teacher	Yearly	SEND areas for development identified on the School Improvement Plan are supported through high quality staff CPD.	
All staff are skilled in the use of Makaton and use of Communication Boards	Head Teacher	July 25	All staff have training in how to use Makaton and Communication Boards and are applying this with relevant children.	
Staff trained to meet individual medical needs of pupils where applicable.	Head Teacher	Ongoing	Staff trained in specific medical conditions and support, before children start.	
Children to have access to appropriate drinks and snacks, relevant to any allergies they may have.	All staff	Ongoing	Staff trained in food allergy awareness. Snacks and drinks provided that meet the needs of all children.	

Access to the Physical Environment

Targets	Who	Timescale	Outcome	Complete
Disabled parking place available at all times	Governors / Head Teacher	Sept 25	Disabled parking space available at all times for parents/visitors who qualify.	
Ensure access to the outdoor stage is available for pupils with mobility difficulties	Head Teacher	When needed	Ramp up to outdoor stage is available for wheelchair access.	
Visually impaired children/ adults are able to determine changes in levels.	Head Teacher	Sept 25	Changes in heights demarcated with yellow and black.	
Targets	Who	Timescale	Outcome	Complete
Intercom system on the main reception door is accessible to those in a wheelchair.	Governors / Head Teacher	July 25	New intercom to be fitted outside main door and to be accessible for wheelchair access.	
Children are supported by appropriate Communication Boards around the nursery.	Head Teacher	Sept 25	Communication Boards in all areas for children and staff to access.	
Future building works take into account the needs of children and adults with a disability.	Governors / Head Teacher	When needed	All new building work or installations take into account the needs of all stakeholders.	
Staff to have access to adult chairs that are at children's height if they require them.	Head Teacher	Sept 25	Chairs available to staff who need to sit at activities, to be at children's level.	

Access to Information

Targets	Who	Timescale	Outcome	Complete
Develop the use of pictorial timetables within nursery	Head Teacher	Ongoing	Children are supported in understanding the nursery routines and expectations.	
All children have access to appropriate home learning activities.	Head Teacher / Teacher	Termly	Activities provided to parents are accessible to all.	
Parents to be signposted to support groups and contacts to support their child's needs.	Head Teacher	Termly	Directory of support, linked to the Derbyshire Offer shared with parents	
Parents to be able to access all information on the school website, through the website itself or through an alternate form.	Head Teacher / SBM	Ongoing	Website to be able to translate for those with English as an additional language.	