

# Higham Ferrers Nursery and Infant School

*“Together, we enjoy learning in a happy, caring and friendly environment”*



## SCHOOL ACCESSIBILITY PLAN

This Policy was agreed by the Governing Body in Summer 2 (2017)

It will be reviewed in Summer 2 (2019)

Signed:

A handwritten signature in black ink, consisting of a large, stylized initial 'D' followed by a long horizontal line that ends in a small flourish.

4<sup>th</sup> July 2017

(Chair of Governors)

## 1.0 INTRODUCTION

This plan is drawn up in accordance with the Equality Act 2010, Inclusion, Equality and Diversity in the EYFS (NCC Website), The Early Years Foundation Stage and the Special educational needs and disability code of practice: 0 to 25 years January 2015.

## 2.0 DEFINITION OF DISABILITY AND SPECIAL EDUCATIONAL NEEDS

### 2.1 SPECIAL EDUCATIONAL NEEDS (SEN) CODE OF PRACTICE 2015 THE DEFINITION

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is:

*'A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

### 2.2 FURTHER INFORMATION FROM THE SEND CODE OF PRACTICE 2015

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

- The term SEN is used in this Code across the 0-25 age range but includes learning difficulties and disabilities (LDD).
- Disabled children and young people

### 2.3 THE EQUALITY ACT 2010

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people.
- Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty.

### 2.4 INCLUSION IN THE EYFS

- All children are unique and some children have additional needs which must be met by the setting with the support of the SENCo or Inclusion manager. The drive for early identification of children who are not at their expected level of development, and the subsequent support and partnership working in order to narrow the attainment gap, is key to improving outcomes for our youngest learners.
- Through careful observation of children, their starting points, needs and interests, subsequent learning experiences must be planned and differentiated accordingly.
- All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care.
- The *SEN code of practice* is a statutory code that contains:
  - details of these legal requirements that you must follow without exception
  - statutory guidance that you must follow by law unless there's a good reason not to

## **2.5 EQUALITY IN THE EYFS**

- The Equality Act provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. Everything that you do needs to be non-discriminatory and this may require regular reviews of practices, policies and procedures to ensure they do not discriminate against people with a 'protected characteristic'. If you are in receipt of:
  - the free childcare grant, and
  - are regularly inspected by Ofsted

## **3.0 OBJECTIVES**

Our school's key objective is to reduce and eliminate wherever possible any barriers to access to the curriculum and to allow full participation by the whole school community, including visitors.

## **4.0 PRINCIPLES**

The Governing Body and Staff of this school will:

1. Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles.
2. Recognise the parent's/carer's knowledge of their child's disability and its effect on his or her ability to carry out certain activities.
3. Respect the parent/carer and child's right to confidentiality.

## **5.0 SCOPE**

### **5.1 EDUCATIONAL ACTIVITIES**

Our school will continue to seek and follow the advice of outside agencies involved with the child and family, including the Local Authority support services, the Educational Psychologist and the appropriate health professionals.

### **5.2 PHYSICAL ENVIRONMENT**

Our school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, toilet facilities and more accessible fixtures and fittings.

### **5.3 INFORMATION**

Our school will provide information in alternative formats when required or requested.

### **6.0 AUDIT**

Our school will use an Accessibility Audit to draw up an Accessibility Action Plan. Reviews of, and monitoring of progress against the action plan will be discussed at Behaviour and Welfare Committee meetings.

### **7.0 MONITORING AND REVIEW**

The accessibility plan will be reviewed in greater depth annually. The Accessibility Action Plan will be monitored by the Behaviour and Welfare Committee members.

## 8.0 OTHER RELEVANT POLICIES

The following policies should be read in conjunction with this one:

<b>POLICY</b>	<b>STATUS</b>	<b>LOCATION</b>
Intimate Care	Active	Safeguarding Folder and Staffroom
Whistle-blowing	Active	Safeguarding Folder and Staffroom
Anti-Bullying	Active	Safeguarding Folder and Staffroom
Inclusion	Active	Safeguarding Folder and Staffroom
Supporting children with medical conditions	Active	Safeguarding Folder and Staffroom
Equal Opportunities	Being Updated	Safeguarding Folder and Staffroom
Health and Safety	Active	Safeguarding Folder and Staffroom

# Higham Ferrers Nursery and Infant School

*“Together, we enjoy learning in a happy, caring and friendly environment”*



## ACCESSIBILITY ACTION PLAN

### Accessibility Audit – Action Plan

Area of audit	Issue	Action required	Date Action completed/Signature
A - Approach and car parking	Poor lighting in car park	Speak to electrician about some flood lights – <i>January 2016</i>	JC asked an electrician for quote for new car park lighting – awaiting quote. 03/02/2016 Lighting updated, no requirement for flood lights as a result.
	No white/bright markings on pathways to entrance door	Paint white lines at edge of entrance pathway – Job sheet for JC <i>Dec 2015</i>	Job sheet written for JC 03/02/2016 Completed 05/2017 – Lines to be repainted – job sheet completed.
	No tactile information identifying entrance	Investigate new signage, to include Braille	Cohort dependant - review each September or as a new child/family joins the school.

			May 2017 – no current requirements
<b>B – Routes and external level change including ramps and steps</b>	No handrails to ramps and/or steps	Identify ramps/steps that require a handrail – discuss with JC or arrange quotes	Cohort dependant - review each September or as a new child/family joins the school. May 2017 – no current requirements plus alternative routes available with no steps or ramps
	Ramps and/or steps identified with visual/tactile signage	Investigate possible raised markings on pavement	Cohort dependant - review each September or as a new child/family joins the school. May 2017 – no current requirements
	Ramps and/or steps adequately lit?	Changes to external lighting close to steps/ramps	External lighting within school grounds now working plus new street lights provide extra light
<b>C – Entrances – including Main office reception</b>	No tactile signage for visually impaired	Investigate new signage, to include Braille	Cohort dependant - review each September or as a new child/family joins the school. May 2017 – no current requirements

	No induction loop fitted to the office	Investigation into induction loop system for office and relevant signage	<b>**Advice from NCC – if there is a pupil/staff member with hearing impairment all staff to be trained in 20 basic signs (sign language) and 1:1 staff member full training in sign language.</b>
	No signage to other areas of the school	Investigate new signage, to include Braille	Cohort dependant - review each September or as a new child/family joins the school. May 2017 – no current requirements
<b>D – Horizontal movement and assembly</b>	Corridors to be kept clear	Investigate different storage containers for book bags/coats	Staff continue to be reminded of the need to monitor corridors to ensure they remain clear
	Fire exit signs to be at mid wall height	Order new fire exit signage and place at mid wall height	Cohort dependant - review each September or as a new child/family joins the school. May 2017 – no current requirements. Children using wheelchairs have a full time 1:1 support

			who would be responsible for them evacuating the building.
	No induction loop in meeting areas	Investigation into induction loop for meeting areas across the school	**
<b>E – Vertical movement and internal level change</b>	Not applicable – one level site		
<b>F – Doors</b>	Wheelchair users could not see through the glass panels in all doors (office, nursery and main entrance)	Consider changing doors when an area is renovated – Ongoing	
<b>G – Lavatories</b>	Signage from other parts of the school to direct to disabled toilet	Investigate new signage, to include Braille	May 2017 – download signage to highlight location of disabled toilet.
	Emergency call system in disabled toilet – change alarm to alert office?	Change alarm system to alert the office	May 2017 – current pull cord system does provide an audible alarm – staff to be made aware of the alarm and the visual alert. Children who use this toilet would always be supervised so this would be more for any adults needing to use the toilet.
	Change emergency pull cord in disabled toilet so it can be	Emergency cord to be attached to the wall but allow enough excess to fall to floor so it can be	Completed

	reached from the floor but avoiding strangulation hazard	activated if someone fell	
<b>H – Fixtures and fittings</b>	School not equipped for hearing assistance	Investigate induction loop system	**
	Lighting for people with visual impairment	Investigate changing lighting for new bulbs when required	Recent visit from NCC re DEC advised investment in new lighting may warrant some funding – advisor to contact SBM in due course. (May 16) May 2017 – new lights installed across the school
	Tactile plan of the school	Investigate new signage, to include Braille	Cohort dependant - review each September or as a new child/family joins the school. May 2017 – no current requirements
	Training for staff on disability	Whole staff training on 4 <sup>th</sup> January 2016 with Mrs Farrell	04/01/2016
<b>I – Information</b>	Not applicable		
<b>J – Means of escape</b>	Fire alarm is audible only – no visual alert	Discuss changes with Spectrum Fire	Adults to ensure all children are

			<p>evacuated – no pupil/staff with need for visual alarm as of 01/01/2016 – review and implement as required.</p> <p>May 2017 – email sent to Spectrum Fire to enquire about a visual alert to add to the current system</p> <p>To update current system approx cost £700 to change bells to sounder strobes or to add beacons to the bells (Spectrum Fire)</p>
	Carry chairs required for people with physical impairment	Investigate purchase and either purchase before new budget or after	<p>Cohort dependant - review each September or as a new child/family joins the school.</p> <p>May 2017 – no current requirements – children with mobility issues are fully supported by a 1:1 member of staff who would be responsible to ensuring they leave</p>



			the building in an evacuation – the wheelchair is in the classroom and this would be easier than a carry chair which would require more than one adult.
	Ramp for class 6 fire exit	JC making new ramp	Ramp completed January 2016 May 2017 – no current requirement

Reviewed by: Gemma Wright  
 Review date: 03/02/2016 Reviewed 05/2017