



*Rebecca Cheetham Nursery
and Children's Centre*

DISABILITY AND ACCESS POLICY

Compiled by: RC SLT using LA guidance

Amended: RC Senior Leadership Team

Date: January 2021

Ratified by governors: Yes

Governor's signature: _____

Disability and Access Policy

1. PURPOSE

This plan sets out the proposals of the Governing Body of Rebecca Cheetham Nursery & Children's Centre to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA (Disability Discrimination Act):

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

2. SCOPE

Parents, children, staff and members of the community

3. RESPONSIBILITIES

The SEN and Disability Act 2001 extended the Disability Discrimination Act to cover education. From September 2002, the Governing body has three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils; not at a substantial disadvantage
- To plan to increase access to education for disabled students
- To support parent and wider community access the building and facilities.

4. PROCEDURES

Starting points

1A: The purpose and direction of the Centre's plan: vision and values

RCN&CC strives to be an inclusive Nursery, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced early years curriculum for all pupils
- System for early identification of barriers to learning and participation
- High expectations of all children
- Transition

1B: Information from pupil data and school audit

We have identified the following features as being starting points for our accessibility plan:

- Pupil with visual impairment
- Poor signage around the school

- Pupils with complex needs whose learning is more than one year behind their peers
- Children with speech and language difficulties who need support within the classroom
- Concerns about staff/governors awareness regarding duties in DDA
- Sharing skills between members of staff
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2. The Three Strands

2A: Strategic direction, monitoring and evaluation

- Governors to be aware of accessibility plan in order to monitor delivery.
- Staff to be aware of disability act and implications
- Staff to be aware of Accessibility plan to contribute towards its formulation
- Inclusion manager to monitor and evaluate its impact.

2B: Increasing the extent to which disabled pupils can participate in the curriculum

Rebecca Cheetham Nursery & Children's Centre has set the following overall priorities for increasing curriculum access:

- Curriculum is more accessible and relevant to all pupils.
- Taught curriculum takes account of differing needs and learning styles of pupils.
- Assessment procedures improve for SLD/PMLD pupils and other SAP pupils as appropriate.
- Speech and language – cascading knowledge and understanding to TA's and teachers.
- Ongoing self assessment for children
- Disability Awareness – to be included in the PSHE scheme of works as an integral part of curriculum.
- Disability training, to focus on disabilities currently in school
- General signing with staff and children

2C: Improving the physical environment of the centre to increase the extent to which disabled pupils can take advantage of education and associated services:

Rebecca Cheetham Nursery & Children's Centre has set the following overall priorities for physical improvements to increase access:

- Reviewing use of sensory room and relevant training to promote access
- Improve safety between Jeffers, Cooke and Donaldson room and main entrance.

2D: Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled:

Rebecca Cheetham Nursery & Children's Centre has set the following overall priorities for providing information for disabled parents and pupils:

- Increase the use of signs/symbols to aid communication (signage, notices, and visual timetables).

3. Wider considerations

3A: How Rebecca Cheetham Nursery & Children's Centre accessibility plan fits in with other responsibilities?

Priorities identified in this accessibility plan will be incorporated into the SDP

3B: Getting hold of Rebecca Cheetham Nursery & Children's Centre plan

Rebecca Cheetham Nursery & Children's Centre makes its accessibility available in the following ways:

- A reference copy is available at reception
- A copy of plan is available on request
- Can be made available in large font.

3D: How Rebecca Cheetham Nursery & Children's Centre will know how effective its plan has been evaluated:

- There is a clear outcome in the plan
- There is a variety of evidence that can be used in the evaluation of the plan (pupil attainment, staff confidence, parental satisfaction)
- The evaluation of the plan will be part of the school's improvement process
- Monitoring by the inclusion manager and governors

Action plans

Attached is a set of action plans showing what Rebecca Cheetham Nursery & Children's Centre propose to do to address these priorities in the 3 years covers by the plan.

- All book areas to contain positive models of disabled children included in everyday activeness.
- All staff to receive introduction training on "Implementing the Disability Discrimination Act in Schools."
- Additional training as appropriate in areas relevant to schools pupil intake e.g. Autism awareness and behavioural difficulties.

Considerations for the Action Plans

It is a requirement that the School's accessibility plan is resourced, implemented and reviews and revised as necessary.

Resources

To ensure that the school meets this requirement it is important to identify the resource, human and financial, that are necessary to support the implementations of the plan. The funding is going to come from:

- Devolved Capital budget
- Delegated Budget
- Standard/Access Fund, E.R.F.

COVID 19 - Addendum

Aim 1: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Improve the physical school environment.g. hand sanitizers , antibacterial sprays, Self isolating room (PPA room)	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	SLT, site manager and governors and teaching staff	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, Senco, all teaching & support staff and site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

Aim 2: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing	ongoing	SLT, teachers, admin team and Senco	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for children, staff and parents with a disability, medical condition or other access needs so as they can fully support childrens education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole School Team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education

School Safety Guidelines

Changes we are making (protective measures to reduce risks)	Potential positives (+) and negatives (-) about the changes	Reasons for the changes to be communicated with your child
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More frequent washing of hands	may find it reassuring that they are keeping the virus away; may enjoy the sensory stimuli of water - may not like wet/soapy hands or the smell of the soap	Clean hands don't have the virus on
Classes set up to ensure sufficient space between each child	less social interaction - your child may miss sitting with friends or having the freedom to sit where they like	To help with social distancing – to stop the virus from spreading
Keeping children within phases and year groups throughout the day	less social interaction - may be in a group away from friend(s);	To avoid larger groups of children mixing
Prompt drop-off and collection times for parents at the start and end of day	may reduce feeling of chaos and bewilderment as crowds of adults and system children arrive and disperse	To minimise adult-to-adult and child-to-child contact
Playground equipment will not be shared between	may prefer having one object to play with and not have to share it; - may want to play with something another child has	The virus can be spread by touching the same toy that someone else, who has the virus, has touched
Limiting the number of children or young people who use the toilet facilities at one time	Less social interaction - may need to suddenly go to the toilet	To ensure that toilets do not become crowded
Extended and Breakfast provision -To be run in rooms	May prefer the familiarity of children from the same class. Less interaction with other children from other classes.	To ensure children are not mixing with other classes. To ensure social distancing and the safety of children

Remote learning

The following plan sets out what actions will be taken should a child or class need to self-isolate following a positive case of covid-19.

Child with symptoms - continuous new cough, high fever (particularly hot to the chest and back), loss of taste or smell

No work to be provided as child is unwell and it is not appropriate to be asking children to complete tasks whilst they are ill.

Child with no symptoms but requested by a medical professional to self-isolate for 10 days due to another household member having symptoms

We would provide the family with an outline of activities that they could do with the child at home. These activities would be a home-tailored version of what they would be doing in class; taken directly from the weekly planning. There would also be instructional videos (where possible) created to help parents/carers with the activities, for example, generic reading activities.

The key person would make contact with the family at least once a week to touch base with the child: this would be a Zoom call or a phone call. There would be an expectation that some of the activities set had been done. The key person would provide feedback to the child.

If a child develops symptoms and is unwell, we would not expect this to take place or have expectations on the family to complete the prepared activities.

Bubble closure (one of the classes for example)

We would provide the family with an outline of activities that they could do with the child at home. These activities would be a home-tailored version of what they would be doing in class and taken directly from the weekly planning. There would also be (where possible) instructional videos created to help parents/carers with the activities, for example, generic reading activities.

The key person/practitioner would make contact with the family at least once a week to touch base with the child: this would be a Zoom call or a phone call. There would be an expectation that some of the activities set had been done. The class teacher would provide feedback to the child.

The key person/practitioner may organise a brief Zoom session at the end of the week to check the children's understanding of the weekly tasks and share good work.

Full Lockdown – (whole class or school)

In the event of another extended full lockdown, extensive blended early years curriculum learning planning has been organised to provide to pupils immediately.

A key person/practitioner will make contact with the family at least once a week to touch base with the child: this would be a Zoom call or a phone call. The key person/practitioner will see pupils regularly during live lessons and can make provisions to answer any questions they have as part of a smaller group at the end of the lesson or during a separate call/zoom where required. The key person/practitioner will provide regular feedback on the work completed by each child during Zoom sessions, discussions over the phone and upload onto Evidence ME.

If your child is not engaging with the online learning, the key person/practitioner will call parents to fully understand the barriers and offer out any solutions.

For children with SEND the class teacher and SENCO will work closely with families to ensure a bespoke blended learning approach is in place and closely monitored. Where appropriate children may be invited into school as a 'vulnerable child'.

What we will do:

The nursery will provide a weekly 'When we can't be at Nursery,' sequenced plan of learning. Ideally this will enable your child to be learning, we will be asking to see all essential learning onto 'Evidence Me' so we can provide feedback. You will have regular contact with us so we can offer the necessary support and feedback on learning.

What we need parents to do:

We know how difficult it is for families when children are asked to learn from home. We have planned all home learning activities to be accessible so your child should be able to learn with their parents support. The only thing we ask of parents is to be available between the hours of Zoom sessions and help their children from time to time to submit or showcase their learning onto 'Evidence Me'.

Parents may also be asked to come to school to collect physical resources if their child cannot access the internet. If you need help ask!

E-mail or call the school and we will get back to you.

What we need children to do:

We need children to try their very best with the essential learning set by their key person/practitioner. Children should try their very best to complete the activities with their parents and share it on 'Evidence Me.' Where possible we want children to stick to good routines and restrict screen time.

5. RELATED DOCUMENTS

Inclusion policy

Accessibility Plan 2020- 2021

6. RELATED PROCEDURES