



*Rebecca Cheetham Nursery  
and Children's Centre*

# **DISABILITY AND ACCESS POLICY**

**Compiled by: RC SLT using LA guidance**

**Amended: RC Senior Leadership Team**

**Date: March 2024**

**Ratified by governors: Yes**

# 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.

**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.	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 children's 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

**5. RELATED DOCUMENTS**

Inclusion policy

Accessibility Plan 2020- 2021

**6. RELATED PROCEDURES**

