

CHARTERS ANCASTER NURSERY



ACCESSIBILITY POLICY

Written By: Nursery Manager

Date approved by Directors:

Signature:

Date for Review: October 2019

ACCESSIBILITY POLICY

1. Introduction

- 1.1. This Nursery policy should be read alongside the Accessibility Plan which is available at the school.
- 1.2. The Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act (SENDA) 2001, makes it unlawful for school and local education authorities to discriminate against disabled pupils for a reason relating to their impairment without justification. SENDA required schools to produce accessibility plans reviewing 3 key areas:
 - Increasing physical access over time.
 - Increasing access to the National Curriculum and Early Years Provision of written information in alternative formats.
- 1.3. The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics are:
 - Age.
 - Disability.
 - Gender reassignment.
 - Marriage and civil partnership.
 - Pregnancy and maternity.
 - Race.
 - Religion or belief.
 - Sex.
 - Sexual orientation.

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person. The Act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations (such as private clubs).

2. The Nursery Aims and Objectives

- 2.1. To provide children aged 6 months – 4 yrs with the breadth of education and experience for them to realise their full potential in a safe and friendly environment.
 - 2.2. Key principles:
 - The Nursery aims to have a happy, friendly atmosphere, but at the same time a happy, fair, secure and disciplined framework for learning.
 - All children are entitled to receive all-round education to develop the whole person, combining physical, artistic, musical and academic aspects.
 - The teaching and care should be of the highest quality, combining the best of traditional methods with new approaches to enable pupils to fulfil their potential.
 - To cultivate mutual tolerance and understanding of other faiths and cultures.
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- The buildings and facilities should be of a high standard; safe and suitable for the children's needs, and as far as possible accessible for all users.
- Good relations with the local community should be encouraged.

2.3. We aim to provide a happy, healthy and safe Nursery by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all of our children.
- Providing high quality pastoral care.
- Safeguarding the health, safety and welfare of all staff and pupils.
- Listening to and responding to the concerns of parents, carers and children.

3. Aims of the Accessibility Plan

- 3.1. Charters Ancaster Nursery acknowledges its duty towards all pupils, staff (practitioners and non-practitioner), parents/guardians and members of the wider community. Where pupils and prospective pupils are concerned, the Nursery acknowledges its non-discrimination and planning duty under the Special Educational Needs and Disability Act 2001 (SENDA).
- 3.2. The Nursery will ask parents/guardians to disclose whether the prospective pupil has an impairment, special educational need or a medical condition. The parents/guardians will then receive a medical form in respect of a prospective pupil requesting further detailed information about their child.
- 3.3. In assessing any pupil or prospective pupil, the Nursery may take such advice and require such assessments as they deem appropriate. Subject to this, the Nursery will be sensitive to any issues of confidentiality.
- 3.4. Where it is practicable to make reasonable adjustments, based on the information given and advice received, to enable a prospective pupil to take up a place and to satisfy criteria outlined above, we are committed to providing these reasonable adjustments in the assessment process for entry at any stage.
- 3.5. We will hold consultation meetings with the parents/guardians following assessment to define reasonable adjustments, discuss any additional services, and make arrangements for review meetings to monitor progress.
- 3.6. Where we agree to provide additional services, such as specialist teaching with a Special Needs/Support teacher, parents/guardians may be charged for this service at a level which reasonably reflects the cost for providing that service. Details of the cost will be provided in writing. Sometimes this cost is taken up by the Local Authority.

4. Accessibility Plan

- 4.1. A self-assessment audit has been completed on as a framework for this plan.
 - 4.2. The Nursery will review this plan on an annual basis to evaluate:
 - The effectiveness of the action taken in the previous year.
 - Relevant targets for the next year.
 - Responses to new legislative changes.
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- Changes or expected changes to the child's needs.
- 4.3. Monitoring will be a constant process and the Nursery Manager and Directors will make the necessary amendments and discuss planning, budget and other concerns.
- 4.4. When a pupil with specific requirements is offered a place, a team will be convened, typically consisting of the SENCo and Nursery Manager, Room Leader and Key Worker in the Nursery, to ensure that his/her access requirements are met.

5. Disabled Pupils' Participation in the Nursery Curriculum

- 5.1. We aim to include all children with a variety of barriers to learning including dyslexia, dyspraxia, dyscalculia and Asperger's Syndrome. Pupils may also be admitted with physical barriers to learning either temporarily or permanent. We aim for the curriculum to offer a full range of learning, thinking opportunities and life skills.
- 5.2. With consideration to budget restrictions and reasonable expectations, we will maintain and encourage the following:
- A commitment to in-service training for staff to support any disabled child.
 - Access to reasonable and practicable specialist help.
 - Where physical access to the site is difficult for a prospective pupil, we recognise the need to be proactive in enabling access.
 - The day will be constructed to appreciate the requirements of the children and will give reasonable consideration to the rooms where access is easier for individuals.
- 5.3. The Key Worker system in the Nursery allows opportunities for personal care. Whole staff training is continually under review and is being developed to provide on-going high quality input to keep long-term staff up to date and provide a coherent induction process for new staff.

6. Improvements to the Physical Environment of the Nursery

- 6.1. Improvement to existing buildings will be governed by the long-term budget put aside for maintenance and improvement. There is an ongoing commitment to upgrade facilities to enable all children to work in a good, comfortable and safe environment given the budget available.
- 6.2. We will identify the areas where access to academic sites can be improved. However there are limited alterations that can be made to the structure of the main building at Charters Ancaster Nursery because of the age and layout of the building, and the fact that the site is leased.
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