

Accessibility Plan

Willow Nursery School

3-year period covered by the plan : 2025 - 2028

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had 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, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ 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.

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

1. Starting points

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

Our vision at Willow Nursery School is:

For the children....

- To be welcomed into the school community
- To be valued as an individual
- To be offered the opportunity to participate in a variety of experiences that will enhance their skills and knowledge
- To be encouraged to be independent in their thinking and learning
- To learn through play and through first-hand experience
- To have access to a meaningful, focused, enjoyable curriculum
- To develop a sense of kindness and respectfulness
- To develop the qualities of confidence, enthusiasm and tolerance and perseverance
- To become prepared for the next stage of their education

For the parents/carers.....

- To be provided with a welcoming environment
- To be valued as individuals
- To have a positive experience of their children's first steps into the educational system
- To work in partnership with the school staff in a spirit of mutual respect, honesty and openness
- To be informed about the curriculum and experiences that are available in the Nursery
- To be aware of and share in the values of the school community

It is our aim to remove, where possible and reasonable, any barriers that may hinder a child or their parent from realising our vision for them.

B: Information from pupil data and school audit

This has been completed based on the information from the New Starter forms. A copy of medical/accessibility issues is available from the school office.

C: Views of those consulted during the development of the plan

Consultation with a former parent (whose mother-in-law was a wheelchair user and occasionally visited the Nursery) confirmed that there was access within the building for the wheelchair and that there was

adequate space for moving/turning the wheelchair. The main issue was that there was not independent access for a wheelchair user to the building itself. This is due to the height of gate and door handles. Changing the height of these entry systems would compromise the security of the children in the school.

2. The main priorities in the school's plan

(A) *To improve our awareness of possible accessibility issues for children or parents by:*

- i) including a section regarding accessibility in our application form
- ii) including a section in our “new starter” form regarding accessibility
- iii) sending our “new starter” form to prospective pupils at least two months before the start of the new term, so that we have time to consider any reasonable adjustments

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

- (i) As a school, we have reviewed each curriculum area to identify any issues of accessibility or participation for disabled pupils
- (ii) The school will ensure that positive role models are available in books and printed materials around the school.

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

When we have a child in school with accessibility issues, we shall closely monitor our provision, in terms of physical accessibility, curriculum access and toilet/changing facilities.

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

- (i) “Unchanging” material (parents’ pack etc.) to be available as spoken word and in large font.
- (ii) Contact details available if materials need “translating” into Braille
- (iii) Any other information will be made available, on request, according to need.

3: Making it happen:

A: Management, coordination and implementation

The Accessibility Plan is reviewed every three years.

B: Getting hold of the school's plan

This plan will be available, on request, in school and will also be available on the school website

Reviewed : Spring 2025

Next Review : Spring 2028