



LITTLE BEECHES NURSERY

ACCESSIBILITY PLAN

Approved by: Claire Luce/Nic Mould/Andy Smith **Date:** August 2022

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1. Aims

An Accessibility Plan considers provision for children with a disability as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

The purpose of the plan is to:

- Increase the extent to which children with a disability can participate in the curriculum
- Improve the physical accessibility to the environment, facilities and services provided for all.
- Improve the availability of accessible information for all children/families
- To provide the Governors with an action plan which can be incorporated into their annual budget

All students within Little Beeches nursery are treated fairly and with respect, providing all to access and opportunities without discrimination of any kind. All sites across the Bridgwater and Taunton College Trust endeavour to make 'reasonable adjustments' to ensure there is an inclusive environment which promotes equality of opportunity - removing barriers to alleviate any substantial disadvantage that a child with a disability may experience.

Little Beeches nursery is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010. The school will also make reasonable adaptations to appoint/retain staff in post who have/acquire a disability.

The Accessibility Plan is available online on the website, and paper copies are available upon request.

2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

Definition of Disability:

The Equality Act 2010 defines an individual as disabled if a person has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

3. Action plan

This action plan sets out the aims of the Little Beeches nursery accessibility plan in accordance with the Equality Act 2010.

Aim 1: Increase access to the curriculum for pupils with a disability.

Current best practice at LBN:

The curriculum is ambitious and planned to ensure all learners with SEND needs make progress to prevent/narrow gaps in learning.

Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase staff expertise in recognising and assessing SEND, especially SLCN needs, within the classroom environment.	Inclusion team training – SaLT (SLCN) and E.P. support on indicators in the classroom and completion of specific assessments. Staff to attend relevant Trust SEND online training and early years courses to ensure classroom practice meets needs of all learners with SEND needs.	Inclusion team/SENCO/RP	July 2024 – on going	SLCN needs identified and addressed through staff confidently using specific assessments and approaches for SaLT and SEMH- see Early Years GRT. Staff confident in delivering curriculum to children with various SEND needs.
Develop the use of InPrint 3 and Makaton as a means to enhance communication through signs and gestures.	Training sessions (delivered through LA/SLCN/Trust team).	LA /SENCo/Nursery team	July 2024 on going	Staff consistency use gestures and signs to aid children’s comprehension and understanding in the nursery environment.

Aim 2: Improve and maintain access to the physical environment

Current best practice at Little Beeches nursery:

Classrooms are optimally organised for students with a disability to access the site and alterations and adaptations are made to include individuals within their group. We have also looked at the site from a visually impaired perspective and the following has been actioned:

- Visual impaired demarcation lines on steps, handrails etc.
- Access to the site is via a sloped ramp with gates opening inwards to close off the grass area to the left.
- Intercom access is via the main door, with remote opening, but no access is available from the bottom of the ramp if the gate is closed as the facility will be closed

The main hall and dining areas are accessible via the main entrance of the nursery as a shared facility with Maiden Beech Primary School. Level access is available to the dining area and a platform lift is in place for users of wheel chairs.

Disabled parking is available in the designated nursery car park.

An accessible toilet is available in both areas of the nursery, although the facility in the main building will require modernising in the future.

Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Mobile Hoist available for students to access when required.	Purchase mobile hoist – same as MBPA	Premises/ SENCO	July 2024	Increased accessibility for personal welfare.
Maintain visibility of all paved areas and steps – all new ramps visible – ongoing alterations.	Identified different surface, and improve the junctions between areas to mitigate level discrepancies.	Premises Team	Ongoing	Increases the assessable areas for students with visual and mobile impairments.
Maintain all posts and pillars of low contrast to their surroundings will be clearly demarcated.	Clearly mark all obstructions and potential obstacles with contrasting markings.	Premises Team	on going	Increases the assessable areas for students with visual impairments and those with physical assistant requirements.
Disabled parking is available by the Nursery main entrance. Re marking will be scheduled to ensure it is clearly defined.	Level access will be achievable from the car park up to the nursery entrance door, and from there it will be via an intercom link to nursery reception.	Premises Team	September 2024	Ensures that safe passage from the car park up a compliant ramp to the reception is available with visual impairments and those with physical assistant requirements.

Aim 3: Improve the delivery of information to students with a disability

Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Hearing loop to be installed in the main reception..	Being installed in the new main reception.	Premises Team	September 2024	Ensure that users with hearing difficulties can communicate at reception.
Embed InPrint 3 to ensure new visual/pictorial software utilised on site and in sessions.	Training session with Paula Maestri/Rachel Perkins - to support implementation of InPrint 3. Ensure software available on staff laptops.	SENCO/ Paula M/ Rachel Perkins	July 2024	Children accessing learning with increased confidence and accessibility as a result of additional scaffolded resources using InPrint 3.
Provide information in simple language, symbols, large print, on audiotape or in Braille for children and parents who may have difficulty with standard forms of printed information.	Ensure key printed parental paperwork (admissions, letters etc) differentiated to meet needs of all parents.	SENCO/Staff	Ongoing	Information disseminated home to parents and to students with a known disability is accessible visually or auditory.

4. Monitoring arrangements

This document will be reviewed every **three** years but may be reviewed and updated more frequently if necessary, depending on needs of new learners accessing the provision and site.

A physical access audit will be carried out every year by the premises team and SENCo. The results of the audit will be fed into the review of the SEN and Disability Policy. This is to ensure the school takes, “reasonable steps” to ensure that adults, children and prospective children with a disability are not placed at a “substantial disadvantage” compared to adults and students without a disability.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special Educational Needs (SEN) information report
- Special Educational Needs Policy
- Medical Policy