



Moorlands Nursery School ACCESSIBILITY PLAN

3-year period covered by the plan: 2024 – 2027

Introduction

The Equality Act 2010 and the SEN code of Practice 2014 requires the Governing Body to ensure access to Early Years Education for disabled pupils.

The Equality Act, 2010, defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This means that, in general:

- the person must have an impairment that is either physical or mental
- the impairment must have adverse effects which are substantial
- the substantial adverse effects must be long-term
- the long-term substantial adverse effects must be effects on normal day-to-day activities

The Governing Body and School have a duty:

- 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.
- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve 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.

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

Our vision at Moorlands 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 be recognized as the best immediate source of knowledge of their children's needs.
- 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. The main priorities in the school's plan

1: To improve our awareness of possible accessibility issues for children or parents by:

- including a section regarding accessibility in our initial enquiry form so that we have time to consider any necessary adjustments.

- expanding the section in our admission form regarding accessibility for children and parents/carers to ensure needs will be met.
- to liaise with any previous settings, sessions the child may have attended to gain further information.
- to liaise with appropriate specialist agencies and / or medical specialists.
- to regularly review provision to ensure individual needs are adequately, appropriately and effectively met.

2: To increase the extent to which disabled pupils can participate in the school curriculum by:

- ensuring that positive role models are available in books and printed materials around the school.
- ensuring that any materials are in an accessible format suited to the needs of the parent or child.
- ensuring that resources appropriate to the needs of the individual child are sourced and funding to support the purchasing of such equipment is sourced if necessary.
- ensuring the environment / provision takes into account an individual child's needs such as furniture height, space to move around freely, quiet area for concentration.
- ensure staff can access appropriate training to support an individual child both with their learning and the provision.
- working with the MK SEND team and specialist agencies to ensure the most appropriate provision / resources are provided to suit an individual child's needs.

3: Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services by:

- ensuring the needs of individual children and their parents are met through appropriate adaptations and /or modifications, which do not cause a delay to accessing the provision.
- managing budgets to ensure adaptations / modifications can be successfully implemented.
- maintaining the fabric of the building – indoors and outdoors.
- ensuring the environment / building meets the needs of individuals and does not hinder their accessibility or progress.

C: Getting hold of the school's plan

This plan will be available on request in school and on the school's website.