

ACCESSIBILITY PLAN



Fullbrook Nursery School

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School Profile

Fullbrook Nursery School is an LA maintained school and serves an Inner Urban area of Walsall. Services have been extended over recent years to now offer provision for 208 2-4 year olds.

Fullbrook Nursery School is located within a single storey building which was previously the secondary school music block, however in 1997 it was redesigned internally providing an open plan workspace. It provides 50 full time equivalent places. There have been two extensions added to the building one providing a Staffroom and one a multi purpose room which can be used as a gross motor area or a parents' room. The main area has been refurbished over the past years to improve the learning environment. New furniture and flooring are in place and two additional toilets for use by the children have been fitted. Little Explorers is a new, much larger purpose built building to accommodate up to 52 2 – 3 year old children per session. There is level access to the building and wide doors making it very accessible for wheelchair users.

Each child belongs to a 'family group' with a key worker. The key worker starts and ends the session in their family base and then leads a small group time activity in varying areas of the Nursery, including the outside environment. Children have free choice at activity time and therefore are able to access all areas of the Nursery, including outdoors. Children whose parents require additional childcare are able to pay for extra hours to their free entitlement. The children may spend their extra time in nursery supported by their Wrap Around key worker . The Wrap around care provision is a fee paying service and children may attend from one session a week to full time. Little Explorers provides up to 15 hours childcare and education for children aged 2 – 3 years. Many of these children are funded for 15 hours per week through Government funding. Some parents take up paid sessions for their children because they don't qualify for funding. Their routines are designed to meet the needs of 2 – 3 year olds.

The child is an individual and has needs that are met in an atmosphere that celebrates diversity. The children's learning is documented to share with the children, parents and other professionals.

The environment is seen as the "third teacher" and is rich, enabling the child to become an independent learner.

Identifying Barriers to Access

Question	Completed	In Progress	Under discussion	Not yet addressed
Devising a Disability Equality Scheme				
Have we identified those who are disabled in our school?	√			
Have we collected enough data on pupils with disabilities in our school?	√			
Have we consulted with all disabled people with an interest in our school?	√			
Have we made good use of existing representative groups of disabled people?	√			
Do we promote positive attitudes towards disabled people?	√			
Do we include pupils with disabilities more favourably?	√			
Do we encourage pupils with disabilities to participate in, for example, school council / being a prefect?	√ Included in all activities.			

Question	Completed	In Progress	Under discussion	Not yet addressed
Physical Access				
Are your classrooms optimally organised for disabled pupils?	√			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	√ (new accessible play frame completed Oct 2016)			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√ 1 new disabled parking bay			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities: including alarms with both visual and auditory components?	All children with SEN and disabilities are supported in emergency and evacuation situations			√ alarm systems have not been modified
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	N/A			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	√ Calming strategies. Eg. workstation area.			
Are areas to which pupils should have access well lit?	√ New lighting installed 2015			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	√ Use of blue room.			
Is furniture and equipment selected, adjusted and located appropriately?	√			
Access to school facilities.	All children have access to all school facilities via support			Any extra issues addressed as they arise.
School sports.	√			
How the school deals with emergency procedures.	√ Children with disabilities are well supported.			
Breaks and lunchtimes.	√			
The serving of school meals.	N/A			

Question	Completed	In Progress	Under discussion	Not yet addressed
Curriculum Access				
Do lessons provide opportunities for all pupils to achieve?	√			
Are lessons responsive to pupil diversity?	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√			
Are all pupils encouraged to take part in music, drama and physical activities?	√			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	√			
Do you provide access to computer technology appropriate for students with disabilities?	√			
Teaching and Learning.	√			
Classroom organisation.	√			
Timetabling.	√			
Assessment and exam arrangements.	√			
Preparation of pupils for the next phase of education.	√			
Information Access				
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√ Symbols, pictures, Makaton Objects of ref			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	√ Symbols, pictures, Makaton Objects of ref			
Do you have the facilities such as ICT to produce written information in different formats?	√			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	√			
School announcements.	√		How do we translate for those with EAL?	
Access to information.			How do we translate for those with EAL?	

Question	Completed	In Progress	Under discussion	Not yet addressed
Organisational				
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√ All reasonable adjustments are made			
Preparation for entry into school.	√			
Grouping of pupils.	√			
Homework policy and practice.	N/A			
School discipline and sanctions.	√			
Exclusion procedures.	N/A			
School clubs and activities.	N/A			
School trips	√			
The school's arrangements for working with other agencies.	√			
Attitudinal				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√			
Are there high expectations of all pupils?	√			
Do staff seek to remove all barriers to learning and participation?	√			
Access to the curriculum.	√			
School policies, e.g. anti-bullying, SEN policies, health and safety.	√			
Interaction with peers	√			

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AUDIT INFORMATION	KEY RECOMMENDATIONS
<p>Physical Access</p> <p>Children with delayed physical development, Hyper sensitive children, no response to pain poor space awareness.</p>	<p>All staff to monitor for trip/fall hazards. 1 child with a diagnosis of Autism 1:1 ratio to monitor/prevent accidents</p>
<p>Curriculum Access</p> <p>Audit completed on areas requiring special attention. (re-philosophy)</p>	<p>None at present. We use ECERS audits and regular monitoring of teaching and learning. We always seek advice from other agencies supporting children when we admit them to make sure we make all necessary adjustments to the learning environment and have the appropriate resources in place.</p>
<p>Information Access</p> <p>Audit completed. At the present time we cater for all parental/carers needs. We will address any issues for parents and children as they arise.</p>	<p>How can we make information more accessible for parents/carers and children whose first language is not English? Exploring Google translate for our new website. Purchase Mantra pen for use in school. If parents make us aware of their specific needs we try to facilitate those.</p>

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Disability Equality Duty

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short term	To create a welcoming environment on entrance to nursey, reflecting all the ethnicities of those that attend nursery.	Display in reception	All parents and children feel their identity and culture is represented and welcomed at Fullbrook.	Dec 2017	AF	<i>Display evident in reception area.</i>
Medium term	To improve access to information by translating into languages commonly used by parents/carers/children.	Purchase translation tools.	Parents/carers/children will have improved access to information.	Summer 2015 Ongoing	WS/AF/MR	Information available in languages other than English
Long Term	Modify alarm system	Phone Walsall Council. (Seek advice)	New system in place- alarms with both visual and auditory components?	Autumn 2015	WS	Modified alarms in place.

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Physical Access

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Na					
Medium Term	N/A					

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Curriculum Access

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	N/A					
Medium Term	N/A					

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Information Access

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	N/A					
Medium Term	Improved access to information for parents/carers whose first language is not English.	Purchase and use translation tools to produce information.	Parents/carers/children will have better access to information.	Summer 2015	WS/AF/MR	Information available in first languages for the majority of parents/carers/children.

Identifying barriers checklist and then access plan key recommendations proforma inserted here

Year 1 targets 2014 - 15

Disability Equality

Outdoor play equipment can be used independently for the majority of the time by child with physical disability.

Physical Access

Seek advice and purchase equipment which supports development of gross motor skills for children with physical disabilities.

Curriculum Access

Our curriculum offers equality of access for all learners. Please see School Profile.

Information Access

We try to support parents/carers etc as issues arise but need to translate information for commonly use languages other than English. Seek advice about translation tools available to purchase.

Reasonable adjustments Required

Purchase equipment suitable to needs of physically disabled child.

Disability Discrimination Act

The Special Educational Needs (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, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The plan must be renewed every three years. The current time frame is 2006-2009.

Disability Equality Duty

The Disability Discrimination Act 1995 (DDA) has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

The duty does not create new individual rights for disabled people. The duty provides a framework for schools to carry out their functions more effectively and to tackle discrimination and its causes in a proactive way. The duty thus reinforces the pre-existing duties under the Act. There are both general and specific duties. These duties are described in more detail in the next section.

The most important specific requirement is for public authorities, including schools, to have a Disability Equality Scheme. This requirement for schools comes into force in December 2006 (for secondary schools) and December 2007 (for other schools). This plan covers the requirements of the Scheme.

Producing the Disability Equality Scheme (DES) and Accessibility Plans

Schools are already required to plan to improve the accessibility of their schools for their disabled pupils under the planning duties contained in Part 4 of the DDA and the DES will build on this work. However, the DES brings extra requirements; the DES must cover disabled employees and other disabled users of school premises and services (such as parents and carers) as well as pupils and also disabled people must be involved in the production of the DES.

The main elements and actions contained with the DES can also be reflected within other school documents, such as a equal opportunities policy, school improvement plan, or prospectus. Schools may wish to publish a single document that contains both their access plan and the DES, or a separate plan and Scheme. However the school chooses to present this information, the DES and the main elements of the DED need to be distinct, easily identifiable and set out in one place.

What needs to be in your Disability Equality Scheme (DES)?

- A statement of how disabled people, children, young people and have been involved in developing the Scheme
- Arrangements for gathering information on the effect of your policies and practices
- Details of how the information gathered will be used
- Your methods for assessing the impact of your policies and practices on disability equality and where improvements can be made
- A plan of action – a list of action points that detail the steps that you are going to take to meet the general duty