

Ronald Tree Nursery School Accessibility Plan



Approved by: FGB

Date: 13th May 2025

Last reviewed on: 13th May 2025 by Deb Thwaites

Next review due by: May 2027

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We endeavour to achieve maximum inclusion of all children (including those with additional needs and vulnerable learners) whilst meeting their individual needs

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and works closely with outside professionals and the local authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|---|---|--|---------------------------------|------------------------------------|--|
| Increase access to the curriculum for pupils with a disability | <p>Our school offers an adaptive curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | Ensure equality of access to the curriculum for all pupils according to their need. Constant monitoring by SMT. | SMT to consider needs of individual pupils as appropriate. This may vary from term to term depending on the needs of children starting each term | Debra Thwaites Jackie Wilson | Ongoing | Vulnerable children and those with additional needs to make comparable progress to the remainder of their peers. |

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| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils and visitors as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Visual prompts for fire alarms as well as audible bells • Ramps • Corridor width • Disabled parking bays • Disabled toilets for adults and children with changing facilities • Help buttons at wheelchair-accessible height • Keeping all pathways leading to nursery safe and clear. | <p>Ensure equality of access to the physical environment for all pupils according to their need whilst maintaining their safety at all times. Constant monitoring by SMT.</p> | <p>SMT to consider needs of individual pupils as appropriate. This may vary from term to term depending on the needs of children starting each term</p> | <p>Debra Thwaites Jackie Wilson Claire Seddon</p> | <p>Ongoing</p> | <p>Safe and secure environment for all users to be maintained at all times. Vulnerable children and those with additional needs to make comparable progress to the their peers.</p> |
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|---|---|--|---|---|----------------|--|
| <p>Improve the delivery of information to pupils, families and visitors with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Sign Language • Internal signage • Large print resources • Pictorial or symbolic representations • Additional verbal information for those who have difficulty reading or with low IT confidence. • Being aware of individual parent's communication needs | <p>Ensure equality of access to information for all pupils, families and visitors according to their need. Constant monitoring by SMT.</p> | <p>Office staff to support parents' communication needs. SMT to consider needs of individual pupils as appropriate. This may vary from term to term depending on the needs of children starting each term</p> | <p>Claire Seddon Mandy Coles Debra Thwaites Jackie Wilson</p> | <p>Ongoing</p> | <p>Vulnerable children and families and those with additional needs to be kept fully informed of nursery and free entitlement funding information. Vulnerable children and those with additional needs to have equality of access to learning resources.</p> |
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4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Debra Thwaites, Head Teacher.

5. Links with other school policies and documents

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Special Education Needs and Inclusion Policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|--|---|--------------------|-----------------------------|
| Number of storeys | Single storey | N/A | | |
| Corridor access | Suitable width throughout | Ensure kept clear at all times | Nursery staff | Daily |
| Parking bays | In shared car park | N/A | | |
| Entrances | Ramps to entrances Help buttons in place | Ensure kept clear at all times | Nursery staff | Daily |
| Ramps | Ramps to entrances | Ensure kept clear at all times | Nursery staff | Daily |
| Toilets | Disabled adult toilet in reception. Adapted toilet for children | Check supports work | Cleaner | Daily |
| Reception area | Low level reception desk | N/A | | |
| Internal signage | Pictorial signage | N/A | | |
| Emergency escape | Visual & audible fire alarm. Pictorial running man emergency exit | Staff to support any individuals in the event of emergency. | All staff | As applicable |