



Davenport Lodge Nursery School

Accessibility Plan

Designated Senior Person for Safeguarding: Susan Nalus

Telephone: 02476675051

Email: susan.nalus@davenportlodgeschool.co.uk

Health and Safety Liason Officer: Karen Pitt

Telephone: 02476675051

Email: Karen.pitt@davenportlodgeschool.co.uk

SENDCo: Kateryna Nakonechna

Telephone: 02476675051

Email: Kateryna.nakonechna@davenportlodgeschool.co.uk

This policy is reviewed on an annual basis

Annual Policy reviewed by Susan Nalus

Annual Review date: **June 2021**

Next date of Annual Review: **June 2022**

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group

the **Gold Standard** in education

DAVENPORT LODGE NURSERY SCHOOL



ACCESSIBILITY PLAN 2021-2022

Parents have described us as a happy, homey place with superb teachers and staff who offer a well-rounded, balanced education. A Nursery School that is committed to ensuring children receive excellent care and where high standards are encouraged. We believe that children should feel happy, safe and valued so they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Definition of Disability:

A pupil is considered to have a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. The SEND Code of Practice 2015 defines 'long-term' as 'a year or more' and 'substantial' as 'more than minor or trivial'. Disability includes sensory impairments and long-term health conditions.

Duty under the Equality Act

This plan fulfils the requirement for schools to have an accessibility plan for disabled pupils, as set out in the Equality Act 2010.

The plan seeks to identify and overcome barriers that may prevent pupils with disabilities from accessing what the school has to offer. It focuses on three areas:

- a) Increasing the extent to which disabled pupils can participate in the curriculum;
- b) Improving the physical environment of the Nursery School; and
- c) Improving the availability of accessible information to disabled pupils

In line with the reasonable adjustments duty, the Nursery School will take reasonable steps to ensure disabled pupils aren't put at a disadvantage

compared to other pupils. This covers all aspects of the Nursery School life, including extra-curricular activities, educational visits and school trips.

In deciding whether an adjustment is reasonable, the Nursery School will consider:

- Available resources
- The practicalities of making a particular adjustment
- The effect on other pupils
- Health and safety requirements

Responsibilities

The Senior Leadership Team assumes responsibility for compliance with the Equality Act and will seek advice and input from the SENDCo, Health and Safety Officer, Site Manager, Caretaker, the Alpha Plus Group Head Office team and others with expert knowledge of disability.

Responsibilities include:

- Reviewing the Nursery School's policies, procedures and facilities to maximise accessibility for disabled pupils
- Making recommendations to improve accessibility by means of reasonable adjustment, by planning future improvements, and by preparing and reviewing this plan
- Monitoring the implementation of this plan and reviewing it as necessary, and at least every three years

Ensuring staff and pupils are made aware of disability, understand its effects, and accept and support disabled pupils as a part of school life.

Contextual Information:

Davenport Lodge is a co-educational day Nursery for children from the ages of six weeks to five years. The Nursery School is located in a residential area to the west of Coventry, and housed in a Victorian building that has been extended over the years to provide additional classrooms and outdoor space. The Nursery, where the youngest children are accommodated, was opened in 2005.

One part of the Nursery School is a three storey building. Kindergarten children and toddlers are located on the ground floor with a further Kindergarten class on the first floor. The library is located on the second floor. For assemblies where parents are invited to, the ground floor kindergarten room is utilised which allows full access for all including the less mobile and wheelchair users.

The main Nursery School entrance is fully accessible to wheelchair users as there is a ramp. Access is gained via a buzzer, however office staff are able to see any visitor on the CCTV who may need assistance which they will provide.

There is a disabled toilet facility available on the ground floor of the Lodge building which is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. At present we have no wheelchair dependent pupils, parents or members of staff.

The Current Range Of Disabilities Within Davenport Lodge School and Nursery

The Nursery School has children with mild to moderate learning difficulties. The Nursery School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

There are a number of children who have asthma and food intolerances. All staff are aware of these children. Inhalers are kept in the classrooms and if used, a record is made. Dietary requirements are updated each term and these are posted in the classrooms and checked at each mealtime to ensure requirements are adhered to. We also have a few with eczema and creams available for use in the classrooms.

When children require medicines, an Administration of Medicines consent form is completed by parents. This provides our guidelines regarding quantities and dosages. All medication that is given is recorded.

Every member of the teaching staff or staff who have direct daily contact with children is Paediatric First Aid trained.

Targets	Strategies	Responsibilities	Timescales	Success Criteria
Curriculum				
Ensure the curriculum can be accessed by all children	<p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum.</p> <p>TSPs and a Gifted and Talented register are in place</p> <p>Differentiation within each class to make sure every child's needs are met</p>	Headmistress, Deputy Headmistress EYFS Coordinator All Room Leaders and Staff	Ongoing as Needed	All children access all aspects of the curriculum.
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods	Headmistress Deputy Headmistress SENDCO	Ongoing	Raised staff confidence in strategies for differentiation and increased pupil participation
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. sensory corner, access to curriculum if they are really little, Numicon used to support Mathematics	SENCO	Reviewed termly by SENCO, Room Leaders, Staff and Headmistresses	Children will develop independent learning skills.

Use ICT software to support learning	<p>Make sure software or apps installed where needed</p> <p>CPD to ensure staff are up to date with new software.</p> <p>Multimedia activities to support curriculum areas</p> <p>Use of interactive ICT equipment</p>	Room Leaders and Staff ICT Coordinator ICT Engineer	Ongoing	Wider use of IT resources to support SEN in classrooms
To finely review attainment of all SEND pupils	<p>SEND/CO/Key Person meetings/Pupil progress</p> <p>Monitoring progress through assessment</p> <p>Regular liaison with parents</p>	Key Person SENCO	Periodically	<p>Progress made towards TSP targets</p> <p>Tracking shows clear steps and progress made</p>
Equality and Inclusion				
To improve staff awareness of disability issues.	<p>Review staff training needs.</p> <p>Provide training for members of the school community as appropriate.</p>	Headmistress Deputy Headmistress EYFS Coordinator	Ongoing	Whole-school community aware of issues.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	<p>To comply with the Equality Act 2010</p> <p>To have in house CPD</p>	Headmistress Deputy Headmistress EYFS Coordinator	June 2022	All relevant policies clearly reflect inclusive practice and procedure

To continue to establish close liaison with parents	To ensure collaboration and sharing between school and families. Through meetings and open communication	Headmistress Deputy Headmistress All Room Leaders and Nursery staff	Ongoing	Clear collaborative working approach
Physical Environment				
All fire escape routes are suitable for all	Risk assessments	Headmistress Health and Safety Officer	Ongoing	
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and to continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by SLT, Finance and Premises Governors. Suggest actions and implement as budget allows.	SLT Director of Properties Alpha Plus	Annually	Modifications will be made to the Nursery School building to improve access as the needs occurs.
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities Ensure fire drills are regularly fixed to ensure children and staff are familiar with procedures	Headmistress Business Manager	Annually	All disabled pupils and staff working alongside are safe in the event of a fire
Provision of information for pupils with disabilities				
To ensure children who need TSPs	After initial assessment, general	SENDCO, Class	As and when needed	Children to have successful

(Targeted Support Plan) are supplied with one	statement is written and SENDCO to decide if TSP is necessary	Teacher, Headmistress		access to all curriculum
Support to help babies and children with SEND as they transition into their next rooms/classes	Transition form with details of key person moves and changes to environment sent to parents and to new Key Person All paperwork pertaining to the child is discussed with the new key person and room leader in readiness for the transition	SENDCO, Key persons, EYFS Coordinator, Room Leaders	When a child is ready to transition into a new room	Smooth transition into a new room. New key person being well informed of children's needs within the setting and parents kept in the loop.
Provision of information for Visitors with disabilities				
Ensure there is a procedure in place to ask visitors if they have any access requirements prior to their visit to the school	Ensure that the administrators, when making appointments, ask if the visitor has any access requirements.	School Administrator s; School Business Manager	April 2022	Visitors are regularly asked if they have any access requirements.

This Accessibility Plan should be read in conjunction with the following school policies:

- Behaviour Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Special Educational Needs and Disability Policy