

Building Accessibility Policy

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This policy is reviewed on an annual basis

Annual Policy reviewed by: Miss Annette Elstob : **September 2021**

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

Signed:



THREE YEAR PLAN FOR COMPLIANCE WITH SCHEDULE 10 OF THE EQUALITY ACT 2010

AIM

The aim of this plan is to set out how Rolfe's Nursery School intends to increase the accessibility of its activities and facilities over the three-year period 2021 - 2023.

Rolfe's Nursery School is committed to providing an inclusive environment for all pupils. It has high ambitions for all of its pupils and expects them to be able to participate in all the aspects of school life that they choose.

The school will seek to identify and overcome barriers that prevent people with disabilities from accessing the facilities that the school has to offer.

DUTY UNDER THE ACT

The School recognises its duty under Schedule 10 of the Equality Act 2010 'Accessibility for disabled pupils'.

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled such as written information accessible in a range of different ways for disabled pupils.
- Not to discriminate against disabled people.
- Not to treat disabled pupils less favourably
- To take reasonable steps (adjustments) to avoid placing disabled pupils at a substantial disadvantage and to improve the developments in physical access to the education and other services
- To publish this Disability Access Plan

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

In deciding whether a step is reasonable, schools may take into account the need to maintain:

- Academic standards
- Available resources
- The practicalities of making a particular adjustment
- The Health & Safety of the disabled pupils and the interests of others

Rolfe's Nursery School is committed to meeting the full requirements of the Act.

DEFINITION OF DISABILITY

The Equality Act 2010 defines a disabled pupil as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on his or ability to carry out normal day to day activities”.

The definition includes sensory impairments, learning impairments, dyslexia, diabetes, epilepsy, ADHD, severe allergies and major illnesses.

PLAN SCOPE

This plan sets out the school’s proposals for increasing access to education for disabled pupils in the three main areas of:

- Increasing access to the school curriculum
- Improving access to the physical environment
- Improving the delivery to disabled pupils of information which is provided in writing for students who are not disabled pupils who are not disabled

ORGANISATION AND RESPONSIBILITIES

The Senior Leadership Team assumes responsibility for compliance with the 2010 Act and will seek advice and input from the Special Educational Needs and Disabilities Coordinator (SENDCO), Health and Safety Officer, Site Manager, the Alpha Plus Group Head Office team and others with expert knowledge of disability issues.

Responsibilities include:

- to review the school’s policies and procedures and facilities to maximise accessibility to the school by those with additional needs
- to make recommendations to improve accessibility by means of reasonable adjustment, by planning future improvements, by preparing and reviewing this plan
- to monitor the implementation of this plan and to review as necessary and at least every 3 years

AWARENESS

The School will aim’s to ensure staff and students are made aware of disability, understand its effects and accept and support disabled pupils as a part of school life.

Appropriate staff INSET will be provided to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision as required.

Links with the school’s Equal Opportunities, Anti-Bullying, Safeguarding and Learning Support Policies will be reviewed in order to meet the requirements of the 2010 Act.

INCLUSION AND ACCESS TO THE CURRICULUM

Children with LDD are fully integrated within the school as a whole. All staff are aware of which children receive support and the atmosphere is one of understanding and encouragement.

- The school promotes the inclusion of all pupils through effective and varied teaching and learning strategies, through differentiation in lessons, through schemes of work which recognise students' different levels of ability, and through assessment strategies which enable pupils' needs to be identified and supported in future teaching and learning strategies.
- Peripatetic specialist support teachers are employed to assist pupils in developing a variety of strategies to aid their learning and to offer other specific assistance, as required. This support is given in individual, extra curricula lessons.
- See the SEND Policy for further information

INCREASING ACCESS TO THE SCHOOL CURRICULUM

- 1.1 During this plan period the school will endeavour to gain sufficient knowledge of physical, medical and cognitive disability to gain a greater understanding of the major issues facing pupils with these conditions and practical methods of supporting them. As a result of existing experience of supporting pupils with educational support needs we find that they have a range of needs and that an individual programme of support needs to be prepared and reviewed on a regular basis.
- 1.2 The requirements of any pupil with additional needs admitted to the school will be discussed with appropriate staff and a programme of appropriate special provision will be made. In some cases the school may ask parents to pay for a learning support assistant approved by the school to support the delivery of the curriculum
- 1.3 Staff will be made aware of pupils with a disability or special educational need by the SENCO, Medical Officer or by members of the Senior Leadership Team.
- 1.4 Staff will need to adapt their teaching to the learning patterns of all pupils according to their abilities and necessary differentiation should be reflected in lesson planning.
- 1.5 Staff will continue to be made aware of strategies to make "reasonable adjustments" within the classroom so as to not to place disabled pupils at a substantial disadvantage in accessing the curriculum.
- 1.6 The implementation of reasonable adjustments to classroom management should not prejudice the progress of other pupils nor their Health & Safety.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

- 2.1 The new building for Rolfe's Nursery School, completed in 2012, has greatly enhanced accessibility and disabled facilities and there are alternative routes to assist those with impaired mobility accessing all of the new buildings avoiding stairways.
- 2.2 Disabled WC provision has been included and any future developments will take full account of access for the physically impaired.
- 2.3 Rolfe's Nursery school will continue to monitor accessibility issues and make further reasonable adjustments as necessary.

IMPROVING ACCESS TO INFORMATION

- 3.1 In disseminating information we will take account of disabilities, be they pupil or parents, and recognise that communication with a parent who is visually impaired may need to be by telephone rather than letter.

- 3.2 The school will seek to make reasonable adjustments so that information can be made available in an alternative format within a reasonable period should the school receive a request for such help, e.g. large print materials, use of the hearing loop, audio books, etc.