

## Cambridge Nursery Federation Accessibility Plan

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. At Cambridge Nursery Federation we provide education for all pupils through a variety of strategies, including differentiation, resources and facilities. All pupils' individual needs are considered and a full range of flexible responses are available to accommodate and value their diversity.

Cambridge Nursery Federation is committed to providing an inclusive community and meeting the needs of all its pupils, by ensuring that they have access to a broad, balanced and relevant curriculum. The ethos of the federation celebrates diversity and promotes self-belief. The Federation will, within the context of services available, seek the relevant support and advice from the LA, in order to facilitate inclusion.

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

The Federation supports any available partnerships to develop and implement the plan.

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

### 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.

## Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person Responsible	Date to complete actions	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our schools offer a differentiated curriculum for all children.</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> <p>Advice, training and other information are sought from outside agencies with expertise in relevant disabilities, and we work collaboratively with these agencies.</p>	<p>Early identification of children who may need additional or different from provision.</p> <p>Ensure staff are trained in appropriate strategies relating to individual children's physical and emotional needs.</p> <p>Increase the number of resources including examples of people with disabilities, including books and displays.</p>	<p>Home visits, referrals to SENDCo support, referrals to appropriate outside agencies.</p> <p>Children's needs are monitored and assessed on a regular basis and adjustments made to ensure access to all learning for all children.</p> <p>Audit of current resources to ensure adequate number and balance of resources.</p>	<p>Key worker, SENDCo</p> <p>Key worker, SENDCo</p> <p>SENDCo SLT</p>	<p>On going</p>	<p>Provision is planned so that all children have equitable access to the curriculum.</p> <p>Individual support plans where necessary are in place and all children make appropriate progress.</p> <p>SEND Practitioners are confident to use Intensive Interaction as the central strategy to support children with social communication difficulties.</p> <p>An increase in the number of resources including examples of people with disabilities being accessed by children in the core provision.</p> <p>Parents report feeling more supported and enabled in caring for their children.</p>

	All children are included in all learning experiences, including outings/walks in the community					
Improve and maintain access to the physical environment	<p>The schools' environments area adapted to the needs of pupils as required.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Disabled parking bays (FNS)</li> <li>• Disabled toilets and changing facilities</li> <li>• Indoor and outdoor environments adapted – e.g. table heights, distances between pieces of furniture, floors checked for obstacles.</li> </ul>	<p>Ensure entry to the nursery schools is accessible for wheelchair users and others with physical disabilities (to include children, families and staff).</p> <p>Ensure reasonable adjustments are made to ensure rooms are organised in accordance with pupils' needs.</p> <p>Ensure fire escape routes are suitable for all and that disabled pupils/visitors to the schools can be safely evacuated if necessary.</p>	Personal Evacuation Plans to be written when necessary	SENDCo  SENDCo SLT	On going	<p>Wheelchair users are able to gain entry to the schools independently.</p> <p>Wheelchair users and other children with physical disabilities are able to move around the rooms in the nursery independently.</p> <p>Fire alarm practices show that disabled pupils can be evacuated safely if necessary.</p>
Improve the delivery of information to pupils with a disability	<p>Our schools use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Pictorial or symbolic representations</li> <li>• Internal signage</li> <li>• Large print resources</li> </ul>					