



CLEATOR MOOR NURSERY SCHOOL

ACCESSIBILITY PLAN

2015 – 2018

APPROVED BY ¹:

Name:

Position:

Signed:

Date:

Review Date ²:

¹ The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

² This document should be reviewed every 3 years

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
Version 1	Original	March 2012
Version 2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
Version 3	Reformatted only	February 2014
Version 4	Reformatted only	February 2015
Version 5	Updated by School	November 2015

CONTENTS

1. INTRODUCTION	5
2. DEFINITION OF DISABILITY	5
3. REASONABLE ADJUSTMENTS	6
4. AIMS OF THE ACCESSIBILITY PLAN	7
5. KEY OBJECTIVES.....	8
6. CONTEXTUAL INFORMATION	8
7. DEVELOPMENT	9
7.1 The Purpose and Direction of the School’s Plan: Vision and Values.....	9
7.2 Information from Pupil Data and School Audit.....	9
7.3 Views of those Consulted during the development of the Plan	10
8. SCOPE OF THE PLAN	10
8.1 Increasing the extent to which disabled pupils can participate in the School curriculum	10
8.2 Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services	11
8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled.....	11
8.4 Financial Planning and Control.....	12
9. IMPLEMENTATION	12
9.1 Management, Coordination and Implementation.....	12
9.2 Monitoring	12
9.3 The role of the LA in increasing accessibility.....	13
9.4 Accessing the School’s Plan.....	13
10. RELATED POLICIES	14
APPENDIX A(i) - Plan - Improving Access to the Curriculum	
APPENDIX A(ii) - Plan - Improving Physical Access	
APPENDIX A(iii) - Plan - Improving Access to Written Information	

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1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- § The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- § Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- § Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- § From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a School must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a School to treat a disabled pupil unfavourably. Such treatment could amount to:

- § Direct discrimination
- § Indirect discrimination
- § Discrimination arising from a disability
- § Harassment

Direct discrimination can never be justified but a School could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- § they have a physical or mental impairment;
- § the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- § 'substantial' means more than minor or trivial;

- § 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- § 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- § Sensory difficulties
- § Learning difficulties
- § Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- § Dyslexia
- § Speech and Language Impairments
- § Autism
- § Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- § Mobility
- § Manual dexterity
- § Physical coordination
- § Continence
- § Ability to lift, carry or otherwise move everyday objects
- § Speech, hearing or eyesight
- § Memory or ability to concentrate, learn or understand
- § Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- § When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- § We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the School.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on Schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Cleator Moor Nursery School, we have a commitment to equal opportunities for all members of the School community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- § increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider School curriculum;
- § improve the physical environment of Schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- § improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the School to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the School's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the School will address the priorities identified in the plan

Compliance with the disability duty under the Equality Act is consistent with the School's aims and Single Equality Scheme, and the operation of the School's SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward

into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Cleator Moor Nursery School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- § To reduce and eliminate barriers to access to the curriculum and to full participation in the School community for pupils, and prospective pupils, with a disability.
- § We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- § We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

Cleator Moor Nursery School is a maintained community School. The number of pupils on roll varies termly from between approx. 55 to 90 depending on the term.

Approximately 60% of our pupils who enter nursery have previously attended another early years setting. The remainder enter school direct from home. As a result, attainment and maturity is wide-ranging. In order to address this inequality, we have worked closely with pre-school settings building in regular visits by members of our staff. In the term prior to starting school, all children who had applied to the school for a place are offered visits to the school. Keyworkers carry out home visits and an induction process allows them to settle into the school environment and the EYFS staff to get to know the pupils and to make initial assessments of the pupils and form relationships with them and their parents.

We do not have a specific catchment area as we are a nursery school, however the majority of our children come to us from the small market town of Cleator Moor or the small neighbouring village of Cleator. This is an established West Cumbrian community in an area where there has been high unemployment since the closure of local mines and heavy industry. Both Cleator Moor wards are in the bottom 17% with regard to the Indices of Multiple Deprivation. There has been little movement of population over the generations and family ties are strong. Historically nearly all pupils are of white British heritage. There are a small number of ethnic minority pupils. We have a number of vulnerable groups including those with educational, learning and medical needs. We get a small amount of additional funding from the LA to enable us to be a resourced provision for up to 2 fte children who have SENDs.

We have an excellent reputation in the locality as a nursery school judged Outstanding by Ofsted over many years, therefore parents are often attracted to this and value the facilities we have to offer. This

includes provision for the targeted 2s who meet the eligibility criteria. The provision for 3 & 4 year-olds is for 15 hours per week, but we also offer a Lunch Club and Educare provision each afternoon until 3:45pm which is very popular. Over an average year, over 60% of the pupils use Lunch Club and/ or Educare facilities. More than 45% of our children come from one-parent families.

We have never had problems attracting staff and currently have a full staff complement.

The LA deals with admissions to the school. When we are made aware of pupils who are joining the school with disabilities, we make arrangements to meet both the pupil and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the school building are made in readiness for the pupil starting school. The school has ramped access and is level throughout the building enabling access to any wheelchair users. We have a hearing link fitted to part of the school. We have two disabled toilets and an adjustable changing bed for use by those pupils who need personal care whilst at school.

2 of our pupils have English as an additional language.

Information for parents and others is provided in written and verbal form. All information is offered in alternative formats on request.

Recruitment procedures are based on those provided by the LA with all advertising being processed through the County HR and Advertising Team.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Cleator Moor Nursery School:

- § has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;
- § is committed to identifying and then removing barriers to disabled pupils in all aspects of school life;
- § values the individual and the contribution they make to all aspects of school life;
- § will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- § acknowledges a commitment to embrace the key requirements set out in the Early Years Foundation Stage Statutory Guidance;
- § will continue to focus on removing barriers in every area of the life of the school;
- § is committed to embracing equal opportunities for all members of the school community.

7.2 Information from Pupil Data and School Audit

Cleator Moor Nursery School has identified at the start of the academic year 2015/2016 the following:

- Pupils regarded as disabled under the terms of DDA
- Pupils currently under investigation for Autistic Spectrum Disorder (ASD)
- Pupils with delayed communication and language development including two with EAL
- Pupils with medical conditions

We are also aware that some parents are regarded as disabled under the terms of DDA as well as some having communication difficulties to who we give additional support in a number of ways.

In order to ensure that our data is up to date and accurate, we will:

- Liaise closely with the local Health Visitors so as to identify and therefore plan a response to pupils with a disability well before they arrive
- Improve the dissemination of information and encourage parents to inform us if they themselves have a disability or need additional support
- Identify as early as possible any obstacles, which maybe a barrier to the effective learning of pupils
- Use all available data to inform the planning of individual learning and graduated SEND response with step by step plans to target children's needs effectively
- Use information via previous LA Asset Management/ Accessibility Audits to assist us to develop an action plan to reduce obstacles for our School community

7.3 Views of those Consulted during the development of the Plan

Cleator Moor Nursery School will:

- § ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that Cleator Moor Nursery School provides the best choices for parents wanting to enrol their children here;
- § consult the full governing body/ SEND governor;
- § consult staff including specifically the SENCO;
- § survey parents/carers to ascertain their views on our provision for disabled pupils and any developments they feel would be of use to the pupils and also offer parents alternative ways of answering the survey;
- § set up a structure to allow the views of pupils, both able and disabled to be taken into account;
- § involve outside agencies who already exist to assist disabled pupils in their education and future careers;
- § ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled pupils can participate in the School curriculum

- § to investigate how the access to those areas of the curriculum that are normally difficult for disabled pupils to access can be improved;
- § to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled pupils ;
- § to investigate alternative provision/routes and collaboration that will assist disabled pupils to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

The School plans to increase access to our broad and balanced **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the School such as participation in educare, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

We will do this by:

- § increasing participation in activities such as educare, cultural activities, as well as off-site visits, particularly for difficult-to-include children, such as those with physical or behavioural challenges;

- § identifying how classroom support arrangements, such as deployment of senior teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- § consider and identify how classroom keyworker group and nurture group organisation has been targeted to ensure that all pupils achieved increased levels of school success;
- § consider how the school's response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;
- § consider how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;
- § identifying how staff training needs meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, administration of medication/ medical intervention, intimate care, etc. has been identified and supported;
- § ensuring that disabled members of the School community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;
- § ensure that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.

8.2 Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services

- § in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- § improve accessibility points to different curriculum areas;
- § investigate ways of making the site more accessible to both disabled parents and adult users.

The School will take account the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the School has pupils or visitors with disabilities and is preparation for a situation when they do.

The Governing body will consider and record reflection upon all areas of the physical environment such as:

- § Changes to improve access to doors, steps/ slopes, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.
- § Changes outside of the School building e.g. improved lighting and signage.
- § Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- § Increased access to and maintenance of ICT apparatus such as computer hardware/software.
- § Improvements of storage implications for wheelchairs and other mobility devises.
- § Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playground/ garden area.

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

Cleator Moor Nursery School will strive to:

- § produce all School literature at the correct font size to help those visually impaired;

- § investigate alternative ways of providing access to information, software and activities;
- § investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The School plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include newsletters, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame. The School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The Governors will consider how this is to be achieved, perhaps by:

- § Informing readers that School published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- § Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at School meetings etc.
- § Identifying how they have considered the readability of information including that provided by the School website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- § Identifying how storybooks and other EY resources are selected and provided to meet a diversity of pupil needs.
- § Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

8.4 Financial Planning and Control

The Head teacher and Senior Teacher, together with the Finance Working Party will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

Cleator Moor Nursery School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

Cleator Moor Nursery School Leadership Team will undertake a disability audit using a number of staff and parents (refer to Section 7.3).

As a result of the audit, we shall:

- § produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- § present the plan to the governing body for their approval;
- § modify the plan based on the views of stakeholders;
- § review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

9.2 Monitoring

Cleator Moor Nursery School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will be required to comment on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- § success in meeting identified targets;
- § changes in physical accessibility of School buildings;
- § questionnaires, responses from stakeholders e.g. parents and staff, indicate increased confidence in the School's ability to promote access to educational opportunities for pupils with disabilities;
- § improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- § recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the School;
- § recorded evidence that fewer pupils are being excluded from School opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- § increased levels of achievement for pupils with disabilities;
- § pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- § Ofsted inspections that identify higher levels of educational inclusion.

9.3 The role of the LA in increasing accessibility

Governors may wish to comment on the impact the LA has had upon supporting the school to achieve successful implementation of their accessibility plan. This may include identifying how the LA has:

- § provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. attendance on courses, use and adaptation of LA provided information, etc.;
- § promoted collaboration through the provision of information aimed at sharing good practice;
- § encouraged liaison between special and mainstream schools to share expertise and pupil placement;
- § ensured that Schools are aware of support services that provide advice to Schools and staff;
- § provided specialist help to identify ways forward in increasing the inclusion of all pupils;
- § linked building adaptations to refurbishment and capital building works;
- § informed Schools how information can be provided in a number of different formats.

9.4 Accessing the School's Plan

- § Raising awareness of font size and page layouts will support pupils with visual impairments.
- § Auditing signage around the School to ensure that is accessible to all is a valuable exercise.
- § Auditing the use of, and methods of displaying materials around the School.

This will be done through:

- § presentation in a section on the School website open to all visitors to the site;
- § mention in the head teacher's newsletter of the availability of the plan;

We will ensure that the plan is available in different formats where requested. Schools should state what formats the Plan and other written information will be supplied.

The School will achieve successful implementation of the accessibility plan with continued support in the areas of:

- § providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- § promoting collaboration through the provision of information and the sharing of good practice;

- § encouraging liaison between other local Schools including special schools;
- § seeking support/advice from outside the School , from services, other agencies and organisations;
- § ensuring that the School is aware of all support services that provide advice to Schools and staff.

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- § EYFS Curriculum Policies
- § Equality Policy and Single Equality Scheme including Objectives
- § Special Educational Needs Policy
- § Health & Safety Policy
- § Whole School Safeguarding and Child Protection Policy
- § Intimate Care Policy
- § Supporting Pupils with Medical Needs
- § School Trips Policy
- § Risk Assessments
- § Behaviour and Anti-Bullying Policy
- § Admissions Policy
- § Learning and Teaching Policy
- § Staff Professional Development
- § Staff Training and Development Plan
- § Governor Training Plan
- § Access Audit
- § Asset Management Plan (LA)

Cleator Moor Nursery School Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

- § Full Governing Body
- § Staff (teaching and support)/SENCO
- § Parents/carers
- § Others/LA

The plan was approved on: 24.11.15

Date of Accessibility Plan: 24.11.15

Date for next Review: Autumn 2018

Senior Member of staff responsible for the Plan : Headteacher

Governors & Working Parties responsible: Chair of Governors, with the Vice Chair of Governors, the Senior Management Team:

- § Buildings/Health & Safety Working Party
- § Curriculum Working Party
- § Finance Working Party
- § Staffing Working Party

Governing Body is free to delegate the approval of this Plan to a committee of the governing body, an individual governor or the Head teacher.

CLEATOR MOOR NURSERY SCHOOL ACCESSIBILITY PLAN 2015 - 2018

IMPROVING THE CURRICULUM ACCESS AT CLEATOR MOOR NURSERY SCHOOL

Target	Strategy	Outcome	Timeframe	Achievement
<p>Continue awareness of current ways of supporting children with a range of additional needs, e.g. ASD, language and communication disorders, severe learning disability, physical disability, visual impairment, hearing impairment</p>	<p>Relevant courses attended by staff, opportunities for feedback to colleagues and Governors (formally & informally)</p> <p>Nursery Teacher/ SENCO attend day conference 'Inclusive School'</p> <p>Nursery Teacher/ SENCO and STA attend day conference 'Inclusive Classroom'</p>	<p>Staff and Governors continue to have a current understanding of supporting children with a range of additional needs</p>	<p>On-going or as and when we become aware that a child has specific needs – Autumn 2015 to Autumn 2018</p> <p>October 2015</p> <p>November 2015</p>	<p>Staff are up to date with current practice and children with additional needs will have continued access to the curriculum</p>
<p>Classrooms are optimally organised to promote the participation and independence of all pupils</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning both indoors and outdoors</p>	<p>Any barrier to learning will have been identified to accommodate the needs of individual pupils</p>	<p>On-going or as and when necessary depending on individual needs</p>	<p>All children including those with additional needs will have improved access to the EYFS curriculum</p>
<p>We will encourage parents and carers to work closely with staff to actively support their child's education even further</p>	<p>Contribute to 'Busy Books', Learning Journeys, parental interviews, review meetings and individual education plans/next steps</p>	<p>Parents and carers will be more involved in their child's learning and development. This two-way flow of information will enable staff and parents to have more in-depth knowledge of the child and any barriers to their learning</p>	<p>On-going depending on children's individual needs</p>	<p>Children will be better supported both in and out of school and through this the children's needs will be more fully met, enabling them to become better learners</p>

CLEATOR MOOR NURSERY SCHOOL ACCESSIBILITY PLAN 2015 - 2018

IMPROVING THE PHYSICAL ACCESS AT CLEATOR MOOR NURSERY SCHOOL

An Asset Management Plan/Access Audit was carried out by Mrs Claire Anson (Access Audit) in Autumn 2014 and a number of recommendations made - LA Asset Management Plan - 2012:

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility
Checklist C	Main school entrance including cloakroom / reception area – improved door access and level/ flush threshold	Consider replacing the main entrance door to take into account the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments. Ensuring the safety and security of the children and the school is paramount (see checklist C notes)	2016 – 2018	Possible funding from: formula capital, resourced provision funding, school's delegated budget, LA budget (School Access Initiative)	Governing Body
AMP – LA 2012	Improve the visual environment for pupils and visitors with visual impairments	Incorporate appropriate colour schemes and colour contrasts when redecorating the school (seek advice from SEN services). Planned improvements will take place over successive years as prioritised in the Asset Management Plan prepared by the LA (2012)	2016 onwards	Possible funding from: formula capital, resourced provision funding, school's delegated budget, LA budget (School Access Initiative)	Governing Body

CLEATOR MOOR NURSERY SCHOOL ACCESSIBILITY PLAN 2015 - 2018

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT CLEATOR MOOR NURSERY SCHOOL

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<p>Availability of written material in alternative formats, including school prospectus, school newsletters and other information for parents</p>	<p>The school will make itself aware of the services through the LA for converting written information into alternative formats (SEN services provides consultation to inform schools of services available in the LA)</p>	<p>School will be able to provide written information in different formats and languages when required for individual purposes</p>	<p>On-going</p>	<p>Delivery of information for disabled children and adults and families who have English as an additional language improved</p>
<p>Produce symbol/ pictorial materials to support children with additional needs</p>	<p>Use of photos and simple images</p>	<p>The nursery will have a collection of pictorial/ symbolic materials to support children with additional needs</p>	<p>On-going to be used for children with additional needs</p>	<p>Children who have communication difficulties and/ or limited understanding will be able to follow a visual timetable/ instruction, to enable them to follow and participate more fully in the EY curriculum</p>