



EASTWOOD DAY NURSERY AND NURSERY SCHOOL

ACCESSIBILITY PLAN 2025-2028

Signed: (Chair of Governors)

Dated:

Signed: Headteacher)

Dated:

Review Date: Summer 2028

INTRODUCTION

The SEN and Disability Act (2001) amended part 4 of the Disability Act (1995) by placing new duties on LAs and schools in relation to disabled pupils and prospective pupils. From September 2002 it has been unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.

There are three main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- To prepare accessibility strategies (LAs) and accessibility plans (schools) for increasing over time the accessibility of schools for disabled pupils (the 'planning duty')

DEFINITIONS

Pupils falling within the definition of disability will have a range of needs including mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions. (Tameside Accessibility Strategy 2003-2006).

The Disability Discrimination Act (DDA) states that 'a person has a disability 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 carry out normal day to day activities'.

The Education Act (1996) states that;

“Children have a special educational need if they have a learning difficulty which calls for a special education provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA.
- Are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them.

Pupils with a disability must not automatically be considered to have a special educational need.”

EASTWOOD ACCESSIBILITY PLAN

This Accessibility Plan has been drawn up in consultation with staff and governors of the school and covers the period from **June 2025 – June 2028**.

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.

The Accessibility Plan will contain relevant actions to:

1. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
2. increase access to the **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; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
3. Improve the delivery of **written information** to staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.

Attached is the accessibility audit with a relevant case study. We acknowledge that there is always a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Vision and Values Statement
- Teaching and Learning File

The accessibility audit for physical accessibility relates to the Access Audit 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 first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit 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.

The School Brochure and complaints policy will make reference to this Accessibility Plan. The Plan will be monitored through the Teaching and Learning Governors Committee.

EASTWOOD NURSERY SCHOOL AND DAY NURSERY

ACCESS AUDIT

Date: June 2025

Carried Out By: Kate McKeever (Interim Headteacher) Wendy Thrussell (Day Nursery Manager/SENCo)

1. Improving the Physical Access

a) Vehicle Access

There is direct vehicle access to the school with space for several vehicles.

Pedestrian access is from Roehampton Lane

b) Doors

Outer doors are all heavy and have high internal handles for the safety of children. They are designed not to be opened by children, and some disabled parents, carers and visitors require assistance to use them.

The door to both the classrooms on the ground floor are wheelchair accessible. There is a lift to both the first and second floor.

Of the two doors from the school into the garden both are accessible for wheelchair users.

c) Inner doors

Inner doors are locked and may only be opened by an adult member of staff with the code.

d) Toilet areas

There is one toilet for disabled adults. This also serves as a nappy changing facility. This is located in the reception area.

The children's toilet areas throughout the centre are accessible for children with mobility needs. Children with mobility needs are provided with one-to-one adult support where it is needed.

e) Reception areas

The reception area is wheelchair- accessible and spacious. It does offer access to the whole building but only via security doors.

f) Classrooms

Beech Class and Oak Class

These areas are busy; the variety of activities on offer and the range of resources available to the children mean that the space is full but spcaious. Pathways between the furniture are clear.

At present there are no permanent adaptations for children with visual or auditory impairment. Provision is tailored for those children when on role with the support of the Hearing Impairment Service and Visual Impairment Services. Awareness-raising through training ensures staff are confident with strategies to support children with these needs, e.g. being mindful of their positioning at a group story time. Where hearing aids are used, staff are provided with professional support and work closely with families to ensure the aids are used effectively during school sessions.

HEARING IMPAIRMENT CASE STUDY: A has attended the Day Nursery for two years and hasincreasingly needed adptions to his environment due to social communication difficulites and speech delay. This has resulted in staff predominately using Makaton whilst communicating with A. We have worked closely with the early years inclusion service to ensure that we are continuously making changes which have support A with his holistic development. Some have these changes have included making sure that the classrooms have established calming zone areas and communication friendly spaces were A has felt safe to engage initially in solitary play.

Within the last two terms A has been fitted with a hearing aid, staff have ensured that A wears this consistently at nursery and that they are mindful and consider the noise levels in outdoor and indoor environments and how A may be demonstrationg that these nosie levels are impacting him.

We are now referring A onto the Wandsworth Sensory Support and are liaising with professionals who will be supporting A as he transitions into Primary School.

g) Outdoor Space

Both garden areas are set up with a variety of physically challenging activities as well as tables and chairs, creative activities, woodwork benches etc. There are a number of fixed items, including fixed climbing, and the terrain is varied (different surfaces as well as a steep slope and low walls). The area is busy and the needs of a child with restricted mobility are considered and any support required to access the space is built into their Individual Education Plan.

There are currently no or old visibility strips on the edge of stepped surfaces. There are currently no adults or children on roll with visibility issues.

MEDICAL CASE STUDY T has attended Eastwood for three terms and shortly after starting he was diagnosed with type 1 diabetes. Staff have undertaken carbohydrate counting and type 1 diabetes training facilitated by NHS services. We have had to ensure that the environment is equipped with spaces and areas for T to rest when needed. We have also had to ensure that we have communication devices through the use of walkie talkies to communicate with first aiders regarding T's blood glucose levels. The classroom has also had some adaptations to ensure that a private space is available for T's blood sugar levels to be tested should his glucose sensor malfunction or stop working at any point.

h) The Working Environment

The building is accessible to any disabled employee although the internal doors are heavy due to being fire doors and have high handles to exit.

Some access to resources is at child height, or in easy reach within the learning areas. Some storage is more challenging to access, including a stock cupboard which has a large number of densely packed materials.

Movement around the building requires vigilance by staff as each learning space is laid out with a range of furniture and children's play equipment. The stairs have banisters at children's height which makes it safe for the children to access the ball pit, the soft play area, the dining room on the first floor and the library on the second floor. This working environment is spacious and should not be challenging for adults with a visual or physical impairment.

The work of teachers, Early Years Practitioners and Teaching Assistants is very active. Staff are required to lift young children onto the changing table to meet their care needs. Staff are required to set up the learning areas and this involves setting up outdoor equipment and rearranging children's furniture, e.g. moving tables and chairs. Staff are mobile throughout the teaching session whilst they support children who are playing in the indoor and outdoor spaces.

The office and staff room at present are not equipped with aids for those with disabilities.

Emergency exits are located at frequent intervals around the building. The Nursery has two main exit points both of which are wheelchair accessible.

2. Improving the Curriculum Access

a) Planning and Assessment

All planning for teaching and learning takes place in the context of the knowledge and understanding that we have of individual children's needs and development. This is achieved through careful observation and record keeping, and through team work on the part of the staff. The Special Educational Needs Coordinator is involved in all planning for children with SEN and works with key workers to review progress and set targets. These are shared with all staff at planning meetings. The progress of all children is tracked on a database and software called 'Insight Tracker'.

b) Professional Guidance

Advice and support from other professionals is sought to ensure children with additional needs have access to the curriculum. Regular visits by therapists, advisors and our link Educational Psychologist inform planning and provision.

c) Curriculum

Children with physical disabilities are supported to participate to their full potential with the use of mobility aids, adapted resources, or with adult support to ensure they can participate. The curriculum is shaped by the Early Years Foundation Stage guidance which ensures planning meets the needs of children at their particular age and stage of development.

d) Support Staff

We employ Learning Support Assistants to work with children who need support in accessing the curriculum. Training is provided where necessary e.g. for Makaton signing, Wandsworth Sensory Support Service on Hearing Impairment. Their work is overseen by the Special Educational Needs Coordinator, and the class teacher.

e) Learning through Play

Most of the work carried out here is play-based and cross-curricular, and we use hands-on resources and equipment wherever possible. Play is integral to learning and all children are supported in developing relationships with other children and in taking part in imaginative play. IT resources are widely used to support access.

f) Visits

Visits are an important part of our provision and all children are encouraged to take part in at least one visit while they are at Eastwood. Visits are planned for with a needs first approach. For children with Special Educational Needs and Disabilities visits are facilitated primarily by providing additional adult support.

g) Transition and Home Visits

Children's transition to school, both to Eastwood and on to primary school, are well supported. Before a child starts at Eastwood there will be several points of contact including three settle sessions. At these times staff are able to gather all the information needed to ensure a smooth start for the child and family. This can mean holding a Team Around the Child (TAC) meeting before the child starts in order that therapists and other professionals can recommend any adaptations which will enable access to the curriculum ahead of the child's start date. A similar process is led by the SENCO for the child's move on to primary school e.g. organising a TAC meeting with the new provision, inviting the new primary school to visit the children at Nursery.

3. Improving the Delivery of Written Information**a) Parents**

With high staffing levels and daily contact with parents and carers, written information is given out by hand to the adults. This allows staff to explain the content to anyone who has difficulty in accessing it. Where parents have learning needs we provide visual / symbolic documentation for any significant paperwork that is needed. Information is routinely available via email to allow parents access to translation software etc.

b) Children

Use of photographic and symbolic visuals, visual timetables and instructions are used with the children to ensure they access learning along with their peers.