
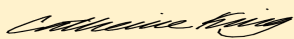




Comper Foundation Stage School

Accessibility Plan

2020-2023

Updated:	September 2020	
Review:	July 2023	
Signed CoG		Date: Sept 2021
Print CoG	JESPER EKELUND	Date: Sept 2021
Signed HT		Date: Sept 2021
Print HT	CATHERINE KING	Date: Sept 2021



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Head Teacher: Catherine King



Comper Nursery School Accessibility Plan

At Comper Nursery School, 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 governing body has three key duties towards disabled children:

- To improve the physical environment
- To increase access to the curriculum
- To make improvements in the provision of information

Disability is defined in the Equality Act 2010. It states in Section 6 (1) that a person has a disability if:

(a) he/she has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

The Equality Act 2010 and Equality duty 20111 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make reasonable adjustments to their policies, procedures and practices to accommodate pupils with disability more fully in school life.

A school's duty to make reasonable adjustments is an anticipatory one and therefore schools need to think in advance about what disabled pupils might require and what adjustments need to be made for them.

The Accessibility Plan will contain relevant actions to:

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 and equipment, which may assist these pupils in accessing the curriculum.

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. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs or school visits. It also covers the provision of **specialist aids and equipment**, which may assist these pupils in accessing the curriculum.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, newsletters and



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information about the school and the school events. The information should be made available in various preferred formats within a reasonable time frame.

There are action plans relating to the key aspects of accessibility in place. These plans will be reviewed and adjusted on an annual basis, in conjunction with all stake holders and advice from multi agencies. New plans will be drawn up every three years. We acknowledge that there is 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 operates in line with the disability equalities scheme and the Inclusion Policy, Teaching and Learning Policy and Special Educational Needs Policy.

The action plan for school accessibility relates to the Access Audit of the school, which is undertaken regularly by the school. 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 audit will be revisited prior to the end of each three-year plan period to inform the development of the new plan for the following period.

As curriculum policies are reviewed, Equality and Diversity will be considered and where appropriate they will refer to the plan.

Access Audit

The school is mostly a one storey building with wide corridors and access points from outside. The main entrance into the building is accessible to all with wide corridors leading to different rooms. Doors leading to the garden are mostly double doors. The garden is level but there is a step down to the sandpit room. This is in the plan to turn into a ramp. An alternative staff room would need to be provided should we employ someone with a physical disability on the staff team.

The school has internal emergency signage and escape routes are clearly marked.

Management coordination and implementation

- We will consult with experts when new situations regarding children with disabilities are experienced.
- The Governors and Senior leadership Team will work closely with the Local Authority.



To improve the physical environment

The school will take account of the needs of children, staff and visitors with disabilities when planning and undertaking future improvements and refurbishments of the site and premises.

Resources and furniture will be arranged to allow individuals to access to all areas as independently as possible, in particular for those children who may depend on the use of mobility aids.

Professional advice from the SENSS Team may be sought on environmental issues and for any specialist equipment which may be required, if not already in school.

Target	Strategies	Time Scale	Responsibility	Success Criteria
To review annually all areas of the school in order to ensure that there are no barriers to accessibility for children, staff and visitors with disabilities	To track progress of any identified issues and concern areas annually.	Annually in March	Senco/ Headteacher	School building annually reviewed. Full accessibility to the building for all.
To ensure access to children's toilets is clear and visible	Add signage on the ground in the Nursery which directs children to the toilet	Spring 2021	Senco	Children can quickly see the way to the toilets
To improve access arrangements to the car park and building	Provide the office phone number on the gate Intercom system at gate	As funds become available	School Business Manager	Wheelchair users can gain access to the carpark and building independently



	Access button for wheelchair users at main entrance			
To ensure all children can access water to wash their hands	Replace taps with lever-handle s	When taps are replaced	To be allocated when funds available	All potential children would be able to access water to wash their hands independently
Continue to develop the outside facilities particularly making the sandpit room accessible with a ramp and ensuring that there are play opportunities for children in wheelchairs.	Look for funding opportunities	Ongoing	Whole School approach	Inclusive Child-Friendly Play area

To increase access to the curriculum

Comper Nursery School is responsible for providing a broad and balanced curriculum, differentiated to meet the needs of individual children and their preferred learning styles.

The school provides additional provision to enable children to access the curriculum.

Comper Nursery School considers the needs of a range of children with disabilities and prospective children, staff and visitors with disabilities. We encourage information relating to disabilities to be shared during our admissions process.

Staff will use a variety of approaches when planning and delivering the curriculum to draw on the differing strengths and aptitudes of the children. The outside learning environment is accessible to all.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.



The school follows the advice of Local Authority services, such as specialist teachers, the Educational Psychology Service and appropriate health professionals from the local NHS Trusts, etc.

Target	Strategies	Time Scale	Responsibility	Success Criteria
To raise staff awareness of the range of disabilities in the present cohort of children	Weekly staff meeting Staff to receive appropriate training where necessary	Continuous	Senco	Raise staff awareness and confidence
To ensure all children are able to access the EYFS at an appropriate level	Tracking monitored termly Adjustments made to provision where necessary	Continuous	All staff	Children able to fully access the curriculum
To ensure differentiation is in place in all planning and provision across the school	Review current practice and plan for future requirements	Continuous	All staff	Progress is made by all children. Progress is carefully monitored.
To ensure all interventions are targeted appropriately and that appropriate support from external agencies is requested.	SENCO to review termly	Continuous	Senco	Progress is made by all children. Progress is carefully monitored.



<p>To ensure that in the course of planning for the following term arrangements for both staff and children take account of all additional needs</p>	<p>Become aware of needs of next cohort of children through our admission procedures. Set up meetings with parents/other professionals involved</p>	<p>Continuous</p>	<p>Senco</p>	<p>Children and staff are appropriately placed in the nursery.</p>
<p>To provide a quiet space for children who may experience hyper- and hypo- sensory issues</p>	<p>Consider possibilities for a quiet sensory space.</p>	<p>Continuous</p>	<p>Nursery staff team</p>	<p>There is a quiet/sensory space for children to withdraw to if they become overwhelmed</p>
<p>To promote the use of sign language across the setting</p>	<p>Staff with knowledge of sign language to share their expertise with others. Incorporate into daily practice and encourage all staff to use regularly.</p> <p>Training if available for staff in day care and Nursery</p>	<p>Spring 2020</p>	<p>All staff</p>	<p>Sign language is integral to the work of all staff in the setting and children with language difficulties or delay are supported by this</p>



To promote the involvement of disabled children in group discussions/activities	Create a positive image of disability within the school so that children grow into adults who have some understanding of the needs of disabled people	Ongoing	Whole School Approach	Ensuring the needs of all disabled children, parents and staff are represented within the school
To ensure ramp access to the sandpit areas	Improve accessibility for wheelchair users	Allocate when funds available	Headteacher	Wheelchair users can access the sandpit independently.

To make improvements in the provision of information

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 school will provide this within a reasonable period of time and in a format taking into account the views expressed by parents or carers about their preferred format.

Target	Strategies	Time Scale	Responsibility	Success Criteria
To provide information on our website encouraging parents and visitors to disclose	Statement included on website	Spring 2020	Headteacher	Parents and visitors inform office staff of information relating to their own disability or



information relating to their own disability or that of their child				that of their child
Child with hearing impairment	Purchase of Radio aid for cochlear implants Deaf and Hard of hearing teacher to advise and support staff using radio aid	Autumn 2020	SENCO	The child with hearing impairment can hear clearly and make good progress
To ensure all children with ASD or attention difficulties have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for children with ASD or attention difficulties	Ongoing	All Staff to be aware	ASD and children with attention difficulties able to access the curriculum
To improve signage of the school from outside the grounds and of areas within the site		When funding is available	Headteacher	There are clear signs outside and across the centre
To enable improved access to written information for pupils, parents and carers	Raising awareness of font size and page layouts will support children/parents with visual impairments Ensure that parents who need support with reading or		SENCO All Staff	Access to information will be improved



	<p>understanding get regular phone calls</p> <p>Auditing signage around the school to ensure that it is accessible to all is a valuable exercise</p>	<p>Check this annually in March</p>	<p>Headteacher and SENCO</p>	
<p>To improve parking signage for disabled users</p>	<p>Find out if it is possible to mark the disabled sign on the car park floor</p>	<p>Autumn 2020</p>	<p>Heateacher</p>	<p>Access to a disabled car parking space</p>

It has been shared with the senior leadership team and members of the governing body.

PHYSICAL ACCESS

APPENDIX A

Settings may find it helpful to check all aspects of the statements below.

Statement	Evidence	Action needed
<p>The size and layout of areas allows access for all children including</p> <p>Learning areas – Daycare Units, Nursery Unit and Reception Unit</p> <p>Social facilities e.g. Dining Area, Jasmine Room</p> <p>Play areas</p>	<p>All learning areas are accessible.</p> <p>The outdoor learning environment is accessible from all external doors on both sites.</p>	<p>No action required.</p>



<p>Outdoor Areas on both sites</p>		
<p>Wheelchair users can move around the buildings without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. A shower is available and accessible.</p>	<p>All areas are accessible by wheelchair users. The Comper site accessible toilet and shower area.</p> <p>Wheelchair access at the Union is via the garden.</p>	<p>The electric height operated change table costs too much to service and will be decommissioned. If necessary, we will get a manual changing table.</p>
<p>Pathways of travel around the site and parking arrangements are safe, logical and well signed.</p>	<p>Pathways around the outdoor learning environment are clear. Parking opposite the front of the Comper building is often difficult due to the high level of resident parking. Clear signage is in place.</p> <p>Disabled parking is available at The Union to the right of the Adult Learning entrance.</p>	<p>Edges in garden and around the drains need painting to highlight colour of edges for visually impaired.</p> <p>Edge of fireplace in nursery needs to be regularly highlighted with paint</p> <p>Tape needs to be checked on the feet of the dividers in the hall to highlight for visually impaired.</p>

<p>Emergency and evacuation systems inform and include all children and are accessible to ALL</p>	<p>Emergency evacuation systems are inclusive. PEEP Risk assessments have been carried out – are revised after every</p>	<p>Consult requirement for visual alert systems – currently no flashing light</p>
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<p>children, including those with SEN and disability. Risk assessments have been carried out. All children have been informed of alert systems. Alarms have visual and auditory components. Refuge areas are provided where needed.</p>	<p>new intake in September annually. Alarms are auditory – no visual alert currently at the Comper site.</p> <p>Refuge areas are not required currently.</p>	<p>in the event of a fire at Comper.</p>
<p>Non-visual guides are used to assist disabled people when using buildings. e.g. lifts with tactile buttons.</p>	<p>No tactile guides are in place. A member of staff would support any child or adult needing guidance.</p>	<p>Consult regarding requirements for visitors – is it adequate to state that staff support would be available?</p>
<p>Décor and signage are not confusing or disorientating for children with visual impairment, autism or epilepsy.</p>	<p>Décor is clean, calm and subtle - things we want children/adults to focus on stand out clearly. PECS are used to support children with communication difficulties.</p>	<p>No action required.</p>
<p>All areas to which children have access are well lit.</p>	<p>Lighting is good throughout the building.</p>	<p>No action required.</p>
<p>Steps are taken to reduce background noise for hearing impaired children e.g. consideration given to a room's acoustics, noisy equipment, provision of a sound field system, timetabling to provide reasonable adjustments to room provision.</p>	<p>Extensive acoustic work has been carried out in all work areas. All rooms except the Comper Hall now fall within recommended levels. Heavy drapes have been hung at internal windows and fabric gazebos erected within the Hall. These measures have helped to further reduce noise levels.</p>	<p>Ensure that the needs of individual Reception children are considered annually and ensure that children with hearing impairment are accommodated in the workshop for Group Time.</p> <p>No further action required.</p>
<p>Furniture and equipment are selected, adjusted and located appropriately: e.g. height adjustable tables available, low level sinks.</p>	<p>All work areas except Apple Room and Jasmine Room have low sinks with lever style taps. All</p>	<p>No action required.</p>



	children's tables are height adjustable.	
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CURRICULUM ACCESS

APPENDIX B

These statements are not intended to be an exhaustive list but have been designed to encourage a flexible approach to enable further questioning of accessibility issues within settings.

Statement	Evidence	Action needed
All staff have the necessary training to teach and support children with a variety of disabilities, as relevant to their role.	Inset/CPD is provided regularly and according to need. Basic signing training has been provided for all staff and regular refresher training is provided throughout the year.	Updating of skills as necessary to meet current needs. Maintain the use of signing throughout the setting.
Rooms are optimally organised for disabled children.	All work areas are spacious and flexible.	Re-arrange work areas as necessary to meet changing individual needs.
Provision provides opportunities for all children to achieve.	EYFS ethos is based upon Active Learning approaches. Multi-sensory teaching strategies ensure that all needs are met. Small group sizes benefit all children, especially those with additional needs.	Constantly review provision as part of on-going monitoring of learning and teaching. Review practice regularly to ensure that individual needs are being fully met.
Provision is responsive to child/family diversity.	Monitoring evidence shows that activities draw upon the rich diversity of our local community. Staffing represents the diversity of the local community.	Review annually in view of demographic changes.



<p>Provision involves work done by individuals, pairs, groups and the whole class.</p>	<p>The daily programme provides a balance between adult focused and child-initiated activity sessions.</p>	<p>Support programmes for each new cohort will be in place by the end of Sept or within 2 weeks of a child being admitted mid-year.</p>
<p>All children are encouraged to take part in music, drama and physical activities.</p>	<p>PD sessions take place in the garden or the hall.</p> <p>Weekly Outdoor Learning activities are inclusive, including Forest School. The outdoor learning environment is freely accessible to all children during child-initiated sessions.</p>	<p>Plan for the enrichment of music, dance and drama activities.</p> <p>Refer to SENS PD advisory teachers for PD sessions in F1.</p>
<p>All staff recognise, and allow for the mental/physical effort expended by some disabled children e.g. lip reading by hearing impaired children, fully accessing the learning environment by children with mobility impairment.</p>	<p>The nature of the Foundation Stage learning environment and curriculum allows for a child-centred approach to learning and teaching. Discussions regarding the needs of individual children are held at weekly staff meetings. A wide range of supportive equipment is provided as necessary – walking frame, supportive seating, spring loaded scissors, adapted cutlery/bowls etc.</p>	<p>Review practice as part of on-going monitoring of learning and teaching.</p>
<p>All staff recognise and allow for the additional time required by some disabled children to use equipment in practical work.</p>	<p>A computer can be used for some writing tasks.</p>	<p>As above.</p>



<p>Disabled children who cannot engage in some particular activities are given alternative experiences, e.g. children who cannot participate in all forms of physical activity. Staff provide a variety of opportunities for children with additional needs to provide outcomes in formats that are not always written.</p>	<p>As above.</p> <p>Children and adults use a range of ways of capturing and expressing their experiences, views, feelings etc., such as digital cameras, Flip cameras, drawings.</p> <p>Appropriate activities are provided during the lunch break.</p>	<p>As above.</p> <p>Regularly provide whole-staff training on monitoring, assessment and recording, including the use of digital devices to ensure that all staff are confident users.</p>
<p>Access to computer technology is appropriate for children/adults with disabilities.</p>	<p>All computer technology is appropriate for the current cohort.</p>	<p>Review technology termly to ensure that the needs of all children/adults are being met and that newly available devices are considered.</p>
<p>Off-site visits are made accessible to all children/adults irrespective of attainment or impairment. Guidance is available on the Intranet.</p>	<p>All off-site visits and outings are inclusive, i.e. all children are included in Forest School.</p>	<p>Additional adult support provided as necessary to ensure equal access.</p>
<p>All staff have high expectations of all children.</p>	<p>Low expectations are challenged during monitoring and Appraisal activities. Development is supported by training and peer mentoring.</p> <p>Team meeting discussions ensure that expectations are appropriate for all children/adults.</p>	<p>Review as part of on-going monitoring of learning and teaching.</p>



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<p>All staff seek to remove all barriers to learning and participation.</p>	<p>The setting has an inclusive ethos.</p>	<p>The Mission Statement is re-visited with staff at the start of each academic year. New staff members are inducted into working practice.</p>
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