

# Waterthorpe Nursery Infant school



## Accessibility Plan 2016 ~2019

**Approved by:** Steering Committee

**Date:** 14<sup>th</sup> November 2016

**Next Review Date:** Autumn 2017

**Accessibility Plan**  
**Waterthorpe NI School**  
**Accessibility Plan**

Adopted: 14<sup>th</sup> November 2016

Review date: Autumn 2017

**Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

**Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Waterthorpe NI School has adopted this accessibility plan in line with the school's **Special Educational Needs and Disabilities (SEND) Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place on 14<sup>th</sup> November 2016.

Our **SEND** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **SEND policy** for an outline of our full provision to support pupils with SEND.

The school's special educational needs policy, SEN information report, Local Offer and publication of equality information can be found/accessed on our school website:

<http://www.waterthorpeinfantschool.co.uk/special-educational-needs-and-disabilities-send/>

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
<b>Staff training</b>						
1. Training for new staff	NQT SEND course Session with SENCO		SEND support sessions termly with SENCO		SEND built into training programme for new staff	
2. Advice, support & training for teachers	EP drop-in sessions termly SENCO to identify training priorities		Training programme prepared from needs identified		On-going training programme through Locality SEND plan	
3. New SENCO	New SENCO training Support through Locality SEND Plan		SENCO qualification		Further training as identified	
<b>Teaching and learning</b>						
1. ASD and ADHD	TA support identified as appropriate Sheffield Support grid assessments and moderation Strategies for support		On-going review of needs of new entrants. Early identification Use of FCAFS & My Plans as per need		Locality SEND plan funding and support in place	

	<p>monitored by SENCO Nurture groups and SALT programmes in school.</p>		<p>Transition plans for access to school/F2</p> <p>Support through Locality SEND Plan</p>		<p>Locality SEND plan funding and support in place</p>	
<p><b>2. Access to Nursery for pupils with exceptional needs</b></p>	<p>Pre-Nursery group to identified need and prepare plans Planned transition and timetables Early Years funding applications for additional support SENCO support for Nursery staff External agency support</p>					
<p><b>School estate - minor capital expense</b></p>						
<p><b>1. Visually impaired access</b></p>	<p>Nursery layout in response to pupil need</p>		<p>Redecorating to ensure visual impairment requirements are incorporated</p>			
<p><b>2. Access to building for wheelchair users</b></p>	<p>Small gate without top latch to playground</p>	<p>On-going evaluation in relation to access and safeguarding positive - no safeguarding</p>				

	<p>Alternative access door used for families to bring children into school when they have other disabled children</p> <p>Shared information with families through newsletters about access to prams/buggies in school for disabled siblings</p>	<p>issues reported. Wheelchair users now able to access route to main entrance.</p> <p>Children in F2: This is working well and the teacher has arrangements with families for facilitating this.</p>				
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**School estate - major capital expense**

1. access within school in relation to internal stairs	Where need requires it additional access support from TA with using playground as alternative to stairs		Ramp for Red Base external area		Stair Lift ~ LA support	
2. Hearing Impaired	Support in place for HI pupils e.g. battery changes,				Hearing Loop installed	

	seating plans, information sharing					
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This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

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**Signed by**

 Head teacher

**Date:** 14<sup>th</sup> November 2016

**This policy will be reviewed annually.**