



Cleator Moor Nursery School

ACCESSIBILITY PLAN 2025-2028

This plan was adopted by the Governing Body at
a meeting held:

Cleator Moor Nursery
School 20th March
2025

Signed on behalf of the Governing Body by the
Chair of Governors:

Mrs M Messenger

RELATED POLICIES: Health & Safety, Special Educational Needs Policy, Behaviour Management Policy,
Equality & Diversity Policy & School Development Plan

This policy is to be monitored annually by Miss C Oddie
(Headteacher)

Definition of Disability

"...When a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect." Equality Act 2014

Cleator Moor NURSERY SCHOOL'S COMMITMENT

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 students 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 EYFS
- 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.

AIMS OF THIS PLAN

In Cleator Moor Nursery, 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 people with a disability to:

- improve access to the physical environment,
- increase the extent to which all pupils can participate in the different areas of the Early Years Foundation Stage curriculum
- improve the availability of accessible information to disabled pupils and or parents.

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.

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

Attached is an action plan showing how the school will address the priorities identified.

OBJECTIVES OF THIS PLAN

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 EYFS which underpin the development of a more inclusive curriculum.

CURRENT PUPIL DATA & SCHOOL AUDIT

Details about the children with SEND currently attending our school can be found in the SEND Register held by the Headteacher. The school will endeavour to make reasonable adjustments to accommodate the needs of these children on a 'as needed' basis.

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

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- in order to ensure that our data is up to date and accurate we will liaise with the Local Authority and the Health Visitor so as to identify and therefore plan a response to students with a disability well before they arrive.

FINANCIAL PLANNING AND CONTROL

The Head teacher, together with the Finance Committee will review the financial implications of the School's 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.

MONITORING THE PLAN

Annually Governors will check that there has been:

- *success in meeting identified targets;*
- *changes in physical accessibility of school buildings;*

- *the opportunity for stakeholders e.g. parents, pupils and staff, to comment on 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 any pupils with additional needs;*
- *recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;*
- *levels of progress for pupils with disabilities at least equal to those of their peers;*
- *Ofsted inspections that identify high levels of educational inclusion*

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

- *providing targeted training for staff on the needs of particular pupils;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *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.*

Cleator Moor NURSERY SCHOOL ACCESSIBILITY PLAN 2025 - 2028

IMPROVING THE CURRICULUM ACCESS

Target	Strategy	Outcome	Timeframe	Date completed	Evaluation
School Nursery staff to have training around specific behaviours and de-escalation techniques to support our most vulnerable children.	Training to be delivered by Team Teach to all School Nursery Staff	Staff will have the confidence to de-escalate certain situations with children who have specific needs to enable them to access a full, broad and balanced curriculum.	Spring 2025		
Ensure that all staff are adequately trained to meet the individual needs of pupils including any medical needs – this may include additional training for staff prior to a disabled person attending the school.	Parent/pupil/staff arrangements for meetings in place prior to pupil attending school. Lines of communication established with paediatric nurse, parents and school staff if necessary	All staff will be appropriately trained in delivering/administering care to ensure that all children can fully access the curriculum.	Immediately after a pupil is identified as to admit to the school		
Staff knowledge in meeting the needs of pupils with ASC	Learning support staff to attend training All staff to attend basic training	All staff able to meet the needs of pupils with ASC and improve provision and teaching to ensure good outcomes	Summer 2025		
Provide quiet room for pupils with ASC including resources for one to one time	Source funding	Pupils with ASC have a space where they can go if they need to retreat from the busy environment of nursery	Spring 2025		

Cleator Moor NURSERY SCHOOL/SETTING ACCESSIBILITY PLAN January 2025 – January 2028

IMPROVING THE PHYSICAL ACCESS

Target	Strategy	Outcome	Timescale	Date completed	Evaluation
School is aware of the access needs of disabled children	Create access plans for individual disabled children including risk assessments, HCPs, EEPs where needed	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.	Ongoing		
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in all areas of the setting	Adjustments will be made to accommodate the needs of individual pupils	Ongoing		
Fire and emergency evacuation procedures to be in place for those with additional needs.	Need to regularly review the escape strategy, management controls and staff training needed as appropriate. Risk Assessments to be developed for all pupils with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs.	Protocol in place for continually reviewing the safety procedures in respect of users with additional needs	Spring 2025		
Adequate tactile signage both outside and inside school	Source signs and gradually replace exterior signs. Purchase signs for inside school	Access to school is clearly identified for all users. Areas inside school are clearly identified for all users	Summer 2025		

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IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English, access to EAL parents c) Make newsletter in relevant alternative formats clearly state on website e.g. large print, Braille if necessary	All parents getting information in format that they can access e.g. tape, large print, Braille.	Summer 2025	

Appendix 1

LEGAL FRAMEWORK OF THIS POLICY

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/setting must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school/setting 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/setting 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'.

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

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.

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/setting.

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.

