



## Equality of opportunity

### Accessibility Plan

#### Policy statement

Hollyfield Preschool Nursery provides a welcoming, stimulating and secure environment where children and families from all backgrounds and cultures are valued. We respect children's rights, listening to children and putting their needs at the heart of our work. Our inclusive nursery community works together to promote equality, encouraging and supporting each child to develop their potential and sense of identity. We develop our children's curiosity and challenge them to achieve their best and become self-confident and independent learners. We are committed to safeguarding and promoting the wellbeing of all children and expect our staff and volunteers to share this commitment.

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

#### Our Nursery Values 'SPARKLE'

**S** – We provide **Security** which enables **Self-belief**. This in turn makes each child feel **Special** which gives **Strength** of character.

**P** – **Practitioners** teach with **Passion** and support children in being **Playful, Persistent** and **Proud** learners

**A** – We help children to successfully **Adapt** to new environments and routines. This means children feel secure to **Actively Achieve** their goals.

**R** – Practitioners strive to have positive and open **Relationships** with all families who come to nursery. We support our children to be **Responsible** and **Resilient** learners

**K** – Our children are **Keen** learners who show **Kindness** to all around them with support from our positive behaviour systems. Children are **Knowledgeable** about their rights and help each other to stay safe as well as express their feelings.

**L** – Our **Leadership** is robust and fosters a **Loving** environment both for practitioners and children to have a **Love** for **Learning**

**E** – We ensure **Equality** which supports **Empowerment** in taking steps in our own learning. Children and staff are **Enthusiastic** and **Eager** to keep learning.

### **The UN Convention on the Rights of the child**

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC) Children's rights are:

**UNIVERSAL** – Rights are for all children all over the world

**INHERENT** – All children are born with these rights

**INALIENABLE** – Rights cannot be taken away

**UNCONDITIONAL** – Rights do not have to be earned

**INDIVISIBLE** – All rights are equally important

#### **Article 2: Non-discrimination**

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

#### **Article 3: The best interests of the child**

The best interests of the child must be a top priority in all things that affect children.

#### **Article 12: Respect for the views of the child**

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right always applies, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

#### **Article 13: Freedom of expression**

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

#### **Article 19: Protection from violence, abuse and neglect**

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

#### **Article 23: Children with a disability**

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

**Article 28:** Right to education

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 31:** Leisure, play and culture

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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.

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – Disability discrimination Act (2010)

The Accessibility Plan is underpinned by the 2010 Equality Act and 2015 Special Educational Needs and Disability Code of Practice

**Procedures**

Hollyfield Preschool Nursery plans, over time, to further increase the accessibility of provision for all pupils, staff and visitors.

The Accessibility Plan contains relevant actions to:

- 1) Improve access to the physical environment of the nursery, continuing to develop specialist facilities as necessary. This covers improvements to the physical environment of the nursery and physical aids to access education.
- 2) Increase access to the curriculum for children with a Special Educational Need (SEN) or disability. This covers teaching and learning and the wider curriculum of the nursery such as participation in educational visits and celebratory events. It also covers the provision of specialist aids and equipment, which may assist these children in accessing the curriculum.

3) Improve the access of written information to children, staff, parents and visitors with disabilities. Examples might include the nursery website, letters & leaflets, visual timetables, and information about the nursery and any events it holds. The information should be made available in various preferred formats within a reasonable time frame.

Attached are actions plans, relating to these three key aspects of accessibility. These plans will be reviewed and amended on an annual basis. The plan has been produced by the senior management team, with input from the setting SENCo and other staff. Subsequent monitoring and adjustments will be made by the senior management team and the relevant people listed.

We acknowledge that there is a need for ongoing awareness raising and training for staff around inclusion and meeting the needs of children with SEN and disabilities. The plan does not stand alone; it links with many other policies, practices and documents. Its principles will be embedded within daily nursery practice and evident within the whole nursery environment.

Relevant documents include:

Equality Act 2010, Special Educational Needs & Disability Code of Practice 0-25 (Jan 2015)  
Special Educational Needs & Inclusion Policy (updated December 2020)

The Accessibility Plan will be published on the nursery's website: [www.hollyfieldnursery.com](http://www.hollyfieldnursery.com)

As policies, practices and documents are reviewed, they need to take into consideration and have regard to matters relating to equality and accessibility for all. The plan will be monitored by the senior management team. The nursery will work in partnership with the Birmingham LA in developing and implementing this plan and will adopt the principles of Birmingham's Access to Education Service.

### **SECTION 1: Access to the physical environment of the nursery current practice:**

- Disabled parking space within the school car park with school's permission
- Disabled toilet in the building
- Specialist frames around the disabled toilet
- Adapted resource for individual needs e.g., adapted chairs as required
- Nursery indoor environment is on a level surface
- Only one low step into the garden and could be used in the case of a wheelchair – a ramp can be made available on request
- Communication friendly environment eg. signs across the school site, visual timetables, photos, pictures and communication boards
- Quiet spaces available as distraction-free environments for targeted intervention work

- Daily activities to promote gross motor development
- Access to the outdoor learning environment all day, every day, with opportunities for physical development
- 1:1 physical support for individual children, as required
- A lift is fitted to go from the ground floor to the staff room

## **SECTION 2: Access to the curriculum current practice:**

- Rigorous monitoring of teaching & learning across the nursery
- Data analysis of children's progress
- Learning walks and teaching observations
- Parent consultations
- Early Support and SEN Support Plan review meetings
- Single Page Profiles completed for each child with a SEN or disability
- Individualised planning to incorporate SEN support plan targets into targeted provision and interventions
- Liaison with external agencies – close working relationships with Child Development Centre, Early Support, Educational Psychology, Communication & Autism team, Area Sendco team
- Range of teaching methods & styles used to engage all types of learners
- Visual timetables and now and next boards used as appropriate
- Use of gestures and prompts, limited languages and now and next in interactions with the children
- Fiddle toys
- Range of interventions in place to support all learners and their specific needs in order to maximise children's attainment & achievement.
- Differentiated planning.
- Communication and Language intervention groups.
- Social stories
- Books on particular identified areas
- Educational visits and celebratory events accessible to all
- Additional staff employed to work with children that have ISEY funding
- Staff have received training to meet the needs of individuals and groups of children eg. CACHE Level 3 Award for Special Educational needs Coordinators in Early Years settings, Epilepsy, EpiPen, Asthma, First Aid and anything else needed as needed
- Staff aware of nursery's Inclusion and SEND policy
- Transition is planned in detail, for each child, to ensure as smooth a transition as possible
- Child-centred curriculum to promote engagement and extend learning

### **SECTION 3: Access to written information current practice:**

- Open evening to welcome and meet new parents
- Phone calls made to new families to introduce us to those who were unable to make the open evening and gather extra information
- Home visits where necessary
- Stay and play sessions to begin to gather information
- Nursery website includes policies and procedures and Local Offer
- Updates communicated via social media (Facebook, Tapestry and email)
- Early Support and SEN Support Plan review meetings
- Single Page Profiles completed for each child with a SEN or disability
- Availability to talk to the SENCo and BeCo at all times
- Appropriate space allocated to be able to meet with parents
- Reviews meetings for children with EHCP's
- 'Team Around the Child' meetings – parents, staff, SENCos, external agency support
- Parents surveys where possible
- Parent workshops and coffee mornings
- Parents feedback and comments welcomed & recorded
- Communication tools in place for children that are non-verbal in their communication
- Tapestry online learning journey used to keep parents regularly updated on their child's learning experiences, successes and next steps
- Regular discussions between area SENCo and person with responsibility for SEND

### **Legal framework**

- The Equality Act (2010)
- Disability Discrimination Act (DDA, 2010)
- Race Relations Act (1976)
- Race Relations Amendment Act (2000)
- Sex Discrimination Act (1975),(1986)
- Children Act (1989), (2004)
- Children and Families Act (2014)
- Childcare Act (2016)
- Special Educational Needs and Disability Act (2014)
- Special education needs code of practice (2015)
- United Nations Convention on the Rights of the Child (UNCRC, 1989)

This policy was adopted at Hollyfield Pre School Nursery's Staff meeting in June 2012

Date to be reviewed – May 2021

Signed on behalf of the management team –

Name of signatory –

Role of signatory -

**Other useful Pre-school Learning Alliance publications**

- Embracing Equality (2007)