



Accessibility Plan

Based on Model Policy	no
Review Body	
Date Issued	October 2023
Review Frequency	Bi-Annually

Version	Date	Notes
1	June 2021	
2	October 2023	
3		

Ludwick Nursery School is committed to:

Safeguarding and promoting the welfare of children and young people and expects all staff, visitors and volunteers to share this commitment.

Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British Values, including “extremist” views, will be actively challenged.

Together we are building a better tomorrow

ACCESSIBILITY PLAN
Ludwick Nursery School
Holwell Road, Welwyn Garden City, Hertfordshire. AL7 3RP.

Plan Review

This policy will be reviewed in full bi-annually.

The policy was last reviewed and agreed by the Governing Body in
October 2023.

It is due for review in October 2025.

Signature:

Date:

Head Teacher

Signature:

Date:

Chair of Governors

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school’s website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Ludwick Nursery School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parents’/carers’ knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s/carer’s right to confidentiality.

Ludwick Nursery School’s Accessibility Plan shows a history of our commitment to improving accessibility and how access can be further improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this, they are in breach of their duties under the Equality Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in Forest School, visits and cultural activities – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe

- Improve and maintain 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 within a reasonable timeframe
- Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. Ludwick Nursery School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Policy
 - Curriculum Policies
 - Emergency Response Plan
 - Health and Safety Policy
 - School Improvement Plan
 - Disability and Special Educational Needs Policy
 - Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not seem feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new accessibility plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The Terms of Reference for all governors' committees will include the need to consider equality and diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during an inspection process in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on an annual basis.

Representatives of the Governing Body and the Headteacher/SENCO survey the building annually to assess accessibility.

History and Actions To Date

The building was opened in 1986 and it was felt that it offered access to both adults and children in wheelchairs.

- Health and Safety inspectors and our governor linked to health and safety, check the premises regularly
- In 2010 the disabled toilet in the reception area was refurbished to comply with DDA specifications. At that time our children's toilets were also refurbished so that they provide access for wheelchair use and good nappy changing facilities for children with disabilities
- All doors are wide enough to enable wheelchair access
- The classrooms are easier to move around now that many chairs have been removed and each door to the garden has a ramp for wheelchair users. It is possible for wheelchair users to access most of the building and site
- All parts of the building built in 2004 (Squirrels Nursery) and in 2008 (Oak Tree Children Centre) are fully accessible to wheelchair users
- In 2012 the Sky Light Room was added linking the two buildings. This increased space and improved access between Ludwick Nursery School and Squirrels Nursery
- Access to the garden was considerably improved with ramps to the outdoor area for the Ludwick Nursery classrooms via the Log Cabin. Log Cabin was added to the building in 2015. The double doors allow full access to the garden for wheelchair users
- Ludwick Nursery School was awarded a Herts Inclusion Gold Award in 2010 with positive feedback from parents of children with disabilities about the accessibility of the environment and the individual adaptations for children with a disability
- Creation of the new garden gate in July 2020 supports easier wheelchair access and also allows children requiring a differentiated start to the session to settle in the garden

Children with severe physical disabilities usually need a range of apparatus at nursery age and stage e.g. standing frame, wheelchair. Nursery children with complex additional needs can move throughout the school successfully with adaptations for visually impaired children and for other disabilities. It is possible to make provision and offer the full curriculum to a child who is a wheelchair user.

Ludwick Nursery School has expertise in supporting children with a wide range of special educational needs (SEN) throughout the school mainly children with autistic spectrum disorder, significant speech and language delay and developmental delay. Ludwick has many strengths in the provision for both SEN and medical needs and has a history of successfully meeting the needs of wheelchair users.

Increasing Access to the Curriculum for Pupils with a Physical, Medical Disability and/or Sensory Impairment

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure nursery support staff have specific training on disability issues	<p>Be aware of staff training needs</p> <p>Staff access appropriate CPD</p> <p>Online learning modules if required</p>	As required	SENCO	Raised confidence of support staff
All Forest School/educational visits to be accessible to all	<p>Develop guidance for staff on making visits accessible</p> <p>Ensure each new venue is vetted for appropriateness</p>		Headteacher/Key Teacher/events Coordinators	All children in school to access all educational visits and take part in all activities
To ensure that children with disabilities can fully access physical activities	<p>To ensure that all yoga and movement activities are accessible for children with disabilities</p> <p>To ensure equipment is available to support children's access e.g. adapted resources for cooking/tools for woodwork</p>		Physical development working party SENCO Headteacher	

<p>To ensure that medical needs of all children and staff are met to ensure equal access</p>	<p>Create individual health care plans for children and adults in school with a medical need – stored in medical files, with medication and class inclusion files Photographs of children who are at risk of anaphylaxis in classroom</p> <p>To ensure medical files are kept up to date To keep a regularly checked list of medication expiry dates with medication sent home to parents when date of expiry is nearing</p> <p>To provide extra resources including extra adults to ensure full accessibility for those with specific needs</p> <p>Medication needs of the children are clearly displayed in each teaching area</p> <p>Outside agencies come in to school regularly as needed to advise, train and support staff</p>	<p>Yearly checks</p>	<p>SENCO Lead first aiders Teaching staff</p>	<p>Specific training as required</p> <p>Identified trained key members of staff for specific activities</p>
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Improving and Maintaining Access to the Physical Environment of the School

<p>To aim to maintain the visual accessibility in the school</p>	<p>To maintain regulations e.g. colour of walls different to architraves, signs on doors, floor colour different to wall covering</p>	<p>According to need</p>	<p>Headteacher Site Manager</p>	<p>Annual check</p>
<p>To provide an area where children can come for emotional and mental wellbeing</p>	<p>Sensory arch to be available to all children</p> <p>For use for emotional well being for children at school, including “soft starts”</p>		<p>Headteacher SENCO</p>	<p>All children have access to a sensory arch and this is used proactively by staff to support children’s emotional well being and mental health</p>
<p>To aim to monitor the accessibility for children and adults with physical disabilities in the school</p>	<p>To maintain regulations e.g. disabled access to all buildings – ramped or level access inside and entrance/exits</p> <p>Disabled WC in school in different parts of the building with adaptations made for individual children/adults as needed</p> <p>To ensure landscaping continues to provide access for children and adults in a wheelchair</p>	<p>According to need</p>	<p>Headteacher Site Manager SENCO</p>	<p>Review with new intake and as need arises</p>

<p>To aim to be aware of needs of individual children and adults who have physical disabilities</p>	<p>Identify children with physical disabilities. Individual health care plan according to need of the individual child</p> <p>To ensure procedures are in place and risk assessments are completed to ensure access for all</p> <p>Access outside agencies for specialist equipment, advice and support as appropriate</p>	<p>According to need. Outside agency physical equipment and specialist advice</p>	<p>Headteacher SENCO Staff working with individual children with needs</p>	<p>Review with new intake and as need arises</p>
<p>To consider the suitability of the outside environment for children with disabilities and make improvements</p>	<p>To do an accessibility walk in the outdoor environment to consider options to improve e.g. raised planting beds, improvements to playground equipment, access to resources etc.</p>	<p>None for walk – consideration for resourcing after this time</p>	<p>SENCO Governor Site Manager</p>	<p>Walk completed and actions identified and addressed</p>

Improving the Delivery of Written Information to Children, Staff, Parents/Carers and Visitors with Disabilities

Target	Strategies	Timescale	Responsibility	Success Criteria
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<p>Review information to parents/carers to ensure it is accessible</p>	<p>Provide information and communications in clear print in "simple" English</p> <p>School office will support and help parents/carers to access information and complete school forms</p>	<p>Ongoing</p> <p>As required</p>	<p>Document author</p> <p>School office</p>	<p>All parents/carers receive information in a format they can access</p> <p>All parents/carers feel confident that they have all information and can access assistance when needed</p>
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