



Accessibility Plan

July 2017 – July 2020

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Grimsbury Family Association intends, over time, to increase the accessibility of our setting for disabled children. Grimsbury Family Association is committed to providing an environment that enables full curriculum access that values and includes all, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all settings must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Settings cannot lawfully discriminate against children because of sex, race, disability, religion or belief and sexual orientation'.

This Accessibility Plan sets out the proposals of the Trustees to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled children can participate in the settings curriculum; which includes teaching and learning and the wider curriculum of the setting, such as participation in playscheme, leisure and cultural activities or visits;
- b) Improving the environment of the setting to increase the extent to which disabled children can take advantage of education and associated services;
- c) Improving the delivery to disabled children of information, which is provided in writing for children who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- EYFS policy
- Equality Objectives
- Single Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Vision Statement

The Complaints Policy covers the Accessibility plan.

Training

Whole staff training will recognise the need to continue raising awareness for staff and trustees on equality issues with reference to the Equality Act 2010.

Plan Availability

The centre makes the Accessibility Plan available in the following ways:

- A copy is posted on the centre's website
- Paper copies are available from the front office

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on three yearly.

Adopted by the GFA Committee on		11 th May 2017	
Signed by the Chair of the GFA Committee			
Last reviewed:	May 2018	Date of next review	May 2019

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Narrow the gap	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Key person approach Outcome plans and reviews Appropriate age and stage activities. Differentiation in teaching. Staff training Support from the Early Support team. Use sign language	Short term	Review 3 monthly, this may be changeable to suit individual children's targets. Educational lead & Manager to monitor the quality of differentiation and provision for SEND children. Staff use Makaton signs and gesture to support developing language in the Nursery.	Key person SENCO Whole team Management parents	3 monthly reviews	Narrow the gap in academic performance Raised staff confidence in strategies for differentiation and increased pupil participation

	Use of positive behavior strategies		Staff are skilled at supporting children's behaviour			
Improve and maintain access to the physical environment	<p>Open access double doors</p> <p>Wheelchair access</p> <p>External lighting</p> <p>One level building</p> <p>Disabled toilets</p> <p>Accessible outside area</p>	Long term	<p>Educating children and staff about individual childrens needs and safety.</p> <p>PEEP plan</p> <p>Regular fire drills, emergency escape routes disable friendly</p> <p>Consider access needs at times of recruitment process.</p> <p>Adult led group times are managed and organised to meet the needs of children with specific needs; quieter spaces for children</p> <p>needing an environment that supports children with hearing or behavioural needs</p>	<p>Key person</p> <p>SENCO</p> <p>Whole team</p> <p>Management</p> <p>parents</p>	ongoing	Safety plans will be in place for all children, staff and parents/careers

<p>Improve the delivery of written information to pupils</p>	<p>Visual timetables Choice boards routines</p>	<p>Short term</p>	<p>Linked to outcome plans. The setting will make itself aware of the services available for converting written information into alternative formats. Provide suitably enlarged, clear print for children with a visual impairment</p>	<p>Key person SENCO Whole team Management parents</p>	<p>ongoing</p>	
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Section 3: Access audit

	Description	Actions to be taken	Person responsible	Date to complete actions by
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Number of storeys	1 storey building		OCC	
Corridor access	Corridors will remain free from obstructions	Ongoing	All staff	
Lifts	N/A			
Parking bays	2 disabled parking bays provided	Not presently monitored	OCC	
Entrances	2 entrances (locked)	Receptionist needed Intercom system needed	OCC	
Ramps	N/A			
Toilets	2 disabled toilets			
Reception area	1 reception area			
Internal signage				
Emergency escape routes				

