



ACCESS PLAN

Introduction

As part of The Equality Act 2010 we have to carry out accessibility planning for disabled pupils.

The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our nurseries accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the Early Years Foundation Stage
- Improving the physical environment of the nursery to enable disabled children move freely in the space provided, with a feeling of independence.

We recognize the need to provide adequate resources for implementing plans and will regularly review them.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Down's syndrome and Hydrocephalus are included.

Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Mission Statement

Little Acorns and Stepping stones nurseries recognise the importance of creativity, individuality, responsibility and a sense of community. We welcome and value all children and their families and aim to provide children with the environment and atmosphere that will suit their needs. We feel that all children should have the opportunity to learn through play, laughter and fun and we are passionate about the role we play.

Our Vision

Little Acorns and stepping Stones Nurseries will continue to:

- develop and maintain the best possible Early Years provision for children
- be inclusive and welcoming to everyone
- developing and nurturing individual sense of belonging and extend learning
- encourage all children to reach their full potential through having high expectations for every child
- support children and their families, having strong links with external and local agencies and in partnership with parents and schools and settings that the children may move on to, we will also help the child feel part of the community
- be reflective and flexible in order to remove barriers that may stop the child learning.

Information gathering

The way gather starting points of our assessment is:

- We have robust settling in procedure, which allows us to meet with parent/carers and get to know the child.
- Home visits can be arranged
- We have 'all about me' forms, which highlight likes, dislikes and basic routine needs
- Health care plans and risk assessments will be discussed on entry
- We have a robust enrolment process
- To begin plans with parent/carers and external agencies on looking at existing plans and the impact this may have on the nursery
- Looking at which setting is best for the child and family
- The impact on disabled children on the way the nursery is organised, for example, nursery policies and practices around the administration of medicines, routines, nursery trips and teaching and learning.

Our plans

Our plan addresses the three areas of improving access to

- The nurseries physical environment
- Access to learning, resources, equipment and services
- Access to information usually provided in written form

Physical environment

Parking

- Sundridge – car park access through school
- Frampton – limited parking available on forecourt next to nursery, this area is accessible to public using surrounding businesses.
- Brislington – private nursery car park
- Thornbury – public car park next to nursery, although vehicle access could be arranged onto nursery grounds.
- Speedwell – limited parking at the front of nursery
- Fishponds – street parking ONLY
- The ridge (Yate) – Street parking ONLY
- St George – street parking, but drive can be available

Access to our nurseries

All our nurseries EXCEPT fishponds are accessible for wheelchair users – Please see SEND offer for specific details.

The Ridge in yate is accessible to wheelchair users, however movement within the rooms may be difficult due to their size.

Rooms and horizontal movements

Some of our settings have 2 floors; the lower floors are accessible with moveable furniture, the position of which can be altered.

Internal level changes

Some of our settings have two levels with rooms situated upstairs (please individual SEND offer)

Doors

Some of our settings have wide entrance doors – Sundridge, Thornbury, Brislington and The ridge.

Fishponds has standard door, steps and very small hall

Frampton has standard door at front but wide door at the back which could be made accessible

Speedwell has standard doors

St George would fit a child sized wheel chair through front access and standard sized at rear access with ramp to French doors.

Lavatories and Changing Facilities

Sundridge, Frampton, Thornbury, have designated disabled toilets

Handrails could be fitted as and when necessary to the staff toilet.

The accessible toilet has a soap dispenser and hand towels within reach of the WC pan.

Fixtures and Fittings

Seating

We have various seating throughout the setting, high chairs, seating with or without arms and seating of various levels.

Staff will use suitable seating to be at child height

Telephone

Every setting has internal telephones systems, and have phones in every room.

Telephones are equipped to take internal and external calls

The telephones are equipped with speaker phones

We also have a nursery mobile phone to take on outings and trips

Some nurseries use walkie talkies in the outdoor areas

Lighting

Lighting is provided naturally and artificially, there is emergency lighting which is tested regularly.

We also have access to some sensory lighting throughout the company

Windows have curtains or blinds to allow a variation in light if needed.

Kitchen

We have kitchen in all the settings, we would be able to make reasonable adjustments to moveable furniture if needed.

Information and controls

We use pictures, words and instructions where required.

Means of Escape

We have good plans for escape from fires, the fire alarm/whistle indicates a fire and any children/adults with hearing or visual needs are supported to leave the building by staff members.

We carry out fire drills once per term or more so if required.

Management Issues

All staff are aware of the importance of access and are able to take this into consideration when planning activities and experiences, barriers will be removed where possible.

Access to the curriculum

All areas of the EYFS are available to all children, at times being supported by an adult.

Children undertake activities and have experiences which are developmentally appropriate and in this way they may be access the curriculum in a different but no less appropriate way.

Additional resources have been/will be purchased as required to support access to the EYFS as and when these are needed.

Practitioners will be able to extend their knowledge and understanding by attending training courses.

We aim to place children with key workers that have relevant expertise in the fields that the children need support in.

Access to written information

Parents are advised that they can receive support with reading/writing tasks if required

Alterations to written information can be arranged, for example font size, colour, page layout etc

We are able to translate written information if required

Signage is considered to meet needs of setting users

Making it happen

Access plans are reviewed annually and renewed every three years.

Parental questionnaires are sent out every year

Due to our intake being irregular we will initially discuss with parents the needs of the family and try to remove any barriers with a setting or offer access to one of our other settings that may meet the child, family and staff needs better.

Please refer to the document stating legislation and documentation that supports our policies and procedures

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By Terry Rodgers – Area Manager