



Accessibility Plan

Spring 2025

*Children's House and Rachel Keeling Nursery School
Federation*

To be reviewed Spring 2026

ACCESSIBILITY PLAN 2024-2025

Introduction

The Disability Discrimination (DDA) Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governing Body of Children's House and Rachel Keeling Nursery School Federation recognises the following duties that this places upon them:

- Not to treat pupils with disabilities less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA make three requirements of the Governing body:

1. To increase the extent to which disabled pupils can participate in the school curriculum;
2. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the Finance Committee and Full Governing Body. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

' 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' – the DDA definition of disability.

Children's House and Rachel Keeling Nursery School Federation's policy on The Single Equality scheme ensures that there is no discrimination against any families, staff or professionals within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. The plan will be accessible on our websites.

This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be made available to Ofsted and the School Development Advisor.

Supporting Policies: (SEN Policy, SEN Report, Local Offer and Behaviour Policy)

Current Pupil Data and School Audit

Details about the children with SEN/D currently attending our schools can be found in the SEN/D list held by the executive head teacher or SENCO. The schools will endeavour to make reasonable adjustments to accommodate the needs of these children on an “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 we will wherever possible liaise with the local authority and the health visitor and local children’s centres 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, leadership team, senior admin officer, bursar and Finance Committee will review the financial implications of the federation’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 plans. Children’s House and Rachel Keeling Nursery School Federation 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 pupil with additional needs
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the schools
- Levels of progress for pupils with disabilities are at least equal to those of their peers
- Ofsted inspections identify high levels of educational inclusion

The schools 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. For example staff to access training via Phoenix Outreach, Stephen Hawking, our teachers of the deaf, our Educational Psychologist and Speech and Language Therapist.
- Key workers working in collaboration with families, supporting families to access outreach services, for example from the local Children's centre, attending workshops led by Phoenix Outreach, our allocated Educational Psychologist and consultations with the Speech and Language team within the local area and local schools.
- Promoting collaboration through the provision of information and the sharing of good practice
- Seeking support/advice from outside the schools, from services, other agencies and organisations
- Ensuring that the schools are aware of all the services that are able to provide advice and or support

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The executive head teacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where either school has undergone a refurbishment.

Timescale	Objective	What	Who/How	When	Outcome
Short Term	To ensure all practitioners are working with all children with SEN	All practitioners need to ensure that they are using appropriate personalised and effective learning strategies	Monitor by SENCO Staff meeting: review of children's learning priorities and learning journeys.	Ongoing	Children are making good progress. All children engaged with all practitioners.
Short Term	To ensure all practitioners are using Leuven Scales of well being and involvement in their daily practice.	All practitioners are skilled in measuring and developing well being and involvement scales.	Monitor at daily evaluation, planning, talking about children and pupil progress meetings.	Ongoing	Children are happy and engaged in nursery life each day.
Short Term	To review all children's settling, progress and provision each term.	Key Workers will observe, assess, plan and deliver a meaningful curriculum for all children. This will be evaluated on a daily, weekly and termly basis with the leadership team.	EHT , Key workers and SENCO to monitor. Daily evaluation. Weekly planning. Termly Pupil Progress	Ongoing	Children are making sustained progress and provision and interactions support this.
Medium Term	Training for staff on differentiating the needs of the children with additional needs.	SENCo to investigate what areas of training are required.	EHT & SENCo to carry out or arrange relevant training	When required	All staff and volunteers are trained in the relevant areas.
Medium Term	Children have access to a fully accessible environment according to their needs.	Each cohort SENCO to review needs and whether we need support from outreach, OH or EP to support access.	SENCO to review and liaise with professionals	When required	All children are able to access learning across the school.
Medium Term	Key workers to share with parents outreach services and training available to support their child.	SENCo and key workers to investigate training available for families via the local Children's Centre, Phoenix Outreach, E.P. and Speech and Language	SENCo and Keyworkers to provide information for parents.	When required.	Parents are able to support their child's development in targeted areas of development and learning.
Medium Term	To update and review the accessibility plan on an annual basis.	Carry out an audit of the plan	Review plan and liaise with EHT & SENCO for an update on current children with disabilities.	Annually	Plan Review Annually.

Ongoing	To ensure that all children have full access to an appropriate curriculum.	Curriculum in accordance with the SEN Policy.	EHT & SENCO to ensure that differentiation is in place in accordance with SEN policy and monitor interventions	Ongoing	All children are making good progress which is documented across the curriculum.
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