

COLLYHURST NURSERY SCHOOL AND CHILDREN'S CENTRE

Accessibility plan

Collyhurst Nursery School and Children's Centre



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Revision Information

This document has been approved for operation within	Collyhurst Nursery School and Children's Centres
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Person Responsible for Policy	Headteacher
Owner	Local Governing Body: Collyhurst Nursery School and Children's Centres
Signature of Approval	<i>Elizabeth Haddock</i>

Accessibility plan

Collyhurst Nursery School & children's centres

Approved by:	Elizabeth Haddock	Date: October 2023
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Last reviewed on:	October 2023
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Next review due by:	October 2026
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Collyhurst Nursery School and children's centres are fully committed providing access to all children and families, where their needs can be safely met.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Working with Manchester City Council, the school and centres will continually evaluate any adaptations which need to be made to provision, practice and resources. Where necessary, to provide access to education, Manchester City Council will provide financial support through EHCPs and access funding. This is in addition to early years access funding which the school secures through Rodney House Specialist school.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including governors and staff.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to provision for pupils with significant and/or complex disability	Children with physiotherapy needs are supported through access to therapies and equipment such as standing frames.	Develop a specialist area in the school which can be used for high-needs targeted work.	Develop the chosen space as an immersive /sensory space.	SENDCo & Nursery manager	May 2024	Equipment in place Staff trained Equipment serviced & checked Risk assessment complete & compliant Immersive SEND space is well developed and used.
Improve and maintain access to the physical environment	All CNS and centre buildings are accessible, and have disabled toilets. Where upstairs access is required, a lift is accessible in all instances except CNS' meeting room – this room is not used if someone attending needs access arrangements.	Continually review and improve the accessibility of all sites.	Cease using the upstairs meeting room at CNS for parent sessions – make use of the blue room or concourse space.	Locality lead	Ongoing	All parts of all buildings remain accessible. All sessions can be accessed without adjustment being needed.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information and signposting of services to parents of children with a disability/SEND</p>	<p>The Neighbourhood 3 Children's Centres team operate an excellent outreach service, which connects to a range of other professional services, such as health. The PAMPs document produced by MCC provides the numbers of children with disabilities in each LSOA, enabling targeted offer and provision.</p>	<p>Information for parents with children who have disabilities is easily accessed, including in printed or online form.</p> <p>Parents of children with disabilities/SEND feel well supported and informed.</p>	<p>Produce and provide leaflets/information/website content for the school and centres.</p> <p>Ensure services are well sign-posted in the school and centres.</p> <p>Provide regular parent meet-ups with SEND/inclusion staff at CNS.</p> <p>Evaluate parent views on SEND support and respond.</p>	<p>Locality lead & SENDCo</p>	<p>Ongoing</p>	<p>Parents of children with SEND can easily access information from birth, through centres and outreach.</p> <p>Parents of children with SEND at CNS have a regular, scheduled opportunity to meet with staff.</p> <p>Parents of children with SEND articulate that they feel very well supported by CCs and CNS</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Intimate care policy