

**Bright Stars Nursery**  
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## **ACCESSIBILITY PLAN**

### **Vision Statement**

Under the Equality Act 2010, all settings should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “settings 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:

- he or she has a physical or mental impairment, and
- 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 listed as a statutory document of the Department for Education’s guidance on statutory policies for settings. The Plan must be reviewed every three years and approved by the Directors. The review process can be delegated to a committee of the Directors, an individual or the Head. At Bright Stars, the Plan will be monitored by the Executive Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Bright Stars we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. Bright Stars Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with children, parents, staff and directors of the setting. Other, outside agencies and specialists have also been consulted. The document will be used to advise other setting planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

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2. The Accessibility Plan is structured to complement and support the setting's Equality Objectives, and will similarly be published on the setting website. We understand that the Local Authority will monitor the setting's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. Bright Stars is committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents 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 setting.
4. Bright Stars Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the setting 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 children with a disability, expanding the **curriculum** as necessary to ensure that those with a disability are as equally prepared for life as are the able-bodied pupils (If a setting fails to do this they are in breach of their duties under the Equalities Act 2010) This covers teaching and learning and the wider curriculum of the setting such as participation in cultural activities or settings visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these children in accessing the curriculum within a reasonable timeframe.
  - Improve and maintain access to the **physical environment** of the setting, adding specialist facilities as necessary – this covers improvements to the physical environment of the setting and physical aids to access education within a reasonable timeframe.
  - Improve the delivery of **written information** to children, staff, parents and visitors with disabilities; examples might include books, hand-outs, timetables, newsletters and information about the setting and setting events; the information should be made available in various preferred formats within a reasonable timeframe.
5. Bright Stars Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.
6. Whole setting training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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7. This Accessibility Plan should be read in conjunction with the following setting policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- Setting Prospectus
- Setting Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the Setting, which remains the responsibility of the directors. It may not be 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 setting 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.

9. Equality Impact Assessments will be undertaken as and when setting 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.

10. The Accessibility Plan will be published on the setting website.

11. The Accessibility Plan will be monitored through the Governor Finance, Personnel and Premises Committee

12. The setting will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

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Approved by

CEO: 

Heidi Price

Chair of Governors: *Darren Jones*

Darren Jones

Date: May 2024

### **Aims and Objectives**

Our Aims are to:

- **Continue to develop even better access to the EYFS curriculum for children with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to children and families**

Our objectives are detailed in the Action Plan below

### **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers, New Parents meetings in the term prior to their children starting with us and on our home visits at the beginning of this term. One of our setting values is a respect for parents and carers, putting in great effort to develop positive relationships with them from the very beginning. Through these close relationships, we enable parents and carers of children to talk openly and honestly with us - sharing information in the child's best interests.

### **Physical Environment**

Disabled children participate in all activities. Some aspects of these activities present particular challenges, for example: setting trips for children with medical needs. There are no parts of either the setting to which disabled children or adults have limited or no access at the moment, due to the single story nature of both buildings. (However the staff room at Ham Drive is not currently accessible to people who require wheelchairs for mobility.)

### **Curriculum**

There are very few areas of the curriculum to which disabled children have limited or no access, as we work in a very holistic, child-centred way. We have developed skills over time in supporting children with disabilities and have a dedicated team of staff who have expertise in this area.

However, some areas of the curriculum present slight challenges, for example: accessing all of the climbing equipment and some areas of the outdoor environments that have inclines.

Other issues that may affect the participation of disabled children include, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the setting's policies and procedures, written and unwritten.

### **Information**

Different forms of communication are made available to enable all disabled children and parents to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled children, (e.g. picture cards) parents and staff (large print on letters). We also make an effort to communicate by speaking to all parents who may have issues with reading letters or signs.

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**Access Audit**

The settings are one storey buildings (with the exception of the staffroom at Ham Drive, as mentioned above) with wide corridors and several access points from outside. The main entrances into the buildings are accessible to all, with a wide foyer leading to the different rooms. Doors leading to the garden are standard size, but manageable for wheelchair users.

There is on-site car parking for staff and this includes three dedicated disabled parking bays. The entrance to the setting is flat or ramped and all have wide doors fitted. There is a disabled toilet. The children's toilet facilities can accommodate a child's size wheelchair. The setting has internal emergency signage and escape routes are clearly marked.

**Management, coordination and implementation**

- We will consult with experts when new situations regarding children with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

**Action Plan**

**Aim 1: To continue to develop access to the EYFS curriculum for children with a disability**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the setting community for children and prospective children, with a disability.

<b>SHORT TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To liaise with other providers and parents to review potential new intake	To identify children who may need additional to or different from provision for next intake	Each term	AHT/HT/CEO	Procedures/equipment /ideas in place in time for new starters
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 22/24 as policies are reviewed and re-adopted	AHT/HT/CEO	All policies clearly reflect inclusive practice and procedure.
To establish close relationships with parents	To ensure collaboration and sharing between setting and families.	Ongoing	All staff	Clear collaborative working approach
To establish close liaison with outside agencies for children with on- going health needs, e.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing When relevant for children concerned	AHT/HT/CEO All staff and outside agencies	Clear collaborative working approach

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<p>To ensure full access to the curriculum for all children.</p>	<p>CPD for staff to access regular training to support children with a disability.          The use of earlier age bands in the EYFS to help develop more relevant learning opportunities and assessment of progress for children with disabilities. A differentiated curriculum.          A range of support staff including outreach support workers          Use of interactive ICT equipment          Specific equipment sourced from occupational therapy/lending library</p>	<p>Ongoing</p>	<p>HT          AHT          All staff. SENCO          Special setting          Ed Psych</p>	<p>Advice taken and strategies evident in nursery practice.</p>
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<b>MEDIUM TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<p>To finely review attainment of all SEN children.</p>	<p>SENCO/key person meetings– to look at support plans.          Tracking sheet scrutiny          Regular liaison with parents</p>	<p>Ongoing</p>	<p>CEO/          HT          AHT          SENCO</p>	<p>Progress made towards SEN IEP Outcomes          Provision mapping shows clear steps and progress made.</p>
<p>To monitor the attainment of More Able children</p>	<p>Policy and More Able (gifted and talented) list to be updated          More Able booster groups/activities          Monitor Able G&amp;T list</p>	<p>Policy 2022          Ongoing</p>	<p>AHT          All staff</p>	<p>More Able G&amp;T children making proportionate progress. Achieving above average results.</p>
<p>To promote the involvement of disabled children in Key Group discussions/activities.</p>	<p>Within the Curriculum, the setting aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p>	<p>Ongoing</p>	<p>Whole setting approach</p>	<p>Variety of learning styles and multi-sensory activities evident in the planning. Ensuring that the needs of</p>

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To take account of variety of learning styles when teaching	<ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Giving alternatives to enable disabled children to participate successfully in activities</li> <li>• Creating positive images of disability within the setting so that children grow into adults who have some understanding of the needs of disabled people.</li> </ul>			all disabled children, parents and staff are represented within the setting.
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<b>LONG TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To evaluate and review the above short and long term targets annually	See above	Annually	SLT Governors	All children making good progress.
To deliver findings to the Directors	Finance and Premises and Personnel Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress.

**Aim 2: To improve the physical environment of the setting to increase the extent to which disabled children can take advantage of education.**

<b>SHORT TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Improve the physical environment of setting.	The setting will take account the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
Ensure environment is appropriately calming and conducive to engagement and focus for all children	To provide a holistic learning climate that thoughtfully plans the spaces and resources and the ethos and atmosphere that enables all children to engage in deep level learning – at their own levels according to their special needs and disabilities.	Ongoing	All staff	Focused, purposeful environment. Ensuring all with a disability are able to be involved.
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of Individual Education Plan Process. Include questions in the initial information gathering forms about parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	All staff	Enabling needs to be met where possible.

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To ensure that the medical needs of all children are met fully within the capability of the setting.	To hold parent meetings, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	CEO/ Head Teacher/AHT HV Occupational Health Portage	Ensuring disabled parents have every opportunity to be involved
Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>• Utilise disabled parking spaces (where available) for disabled parents to drop off &amp; collect children</li> <li>• Arrange interpreters from the RNID to communicate with deaf parents</li> <li>• Offer a telephone call to explain letters home for some parents who need this</li> <li>• Adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	With immediate effect to be constantly reviewed	Whole setting team	To ensure that disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education

**MEDIUM TERM**

<b>MEDIUM TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To improve community links	Setting to continue to have strong links with settings in Plymouth Local Authority and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Plymouth and the world and their needs Improved community cohesion.

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**LONG TERM**

<b>LONG TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Continue to develop outdoor facilities.	Look for funding opportunities including liaison with Plymouth University.	Ongoing	Whole setting approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around the settings are as safe as possible	Communication with parents via safety messages /letters/Facebook pages and text service at Plym Bridge.	Ongoing	Whole setting including sites team at Plym Bridge.	No accidents

**Aim 3: To improve the delivery of information to disabled children and parents.**

**SHORT TERM**

<b>SHORT TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.
To enable improved access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> <li>• Raising awareness of font size and page layouts will support children/parents with visual impairments.</li> <li>• Auditing the setting books to ensure the availability of large font and easy read texts will improve access.</li> <li>• Auditing signage around the setting to ensure that is accessible to all is a valuable exercise.</li> </ul>	Ongoing and annual audit	All staff, Literacy co-ordinators.	Information available to all parents and children in accessible format in a reasonable time frame.

<b>Medium TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To review children's records ensuring setting's awareness of any disabilities	Information collected about new children. Records passed from childcare/other provider during transition period <ul style="list-style-type: none"> <li>• Support Plan meetings</li> <li>• Medical forms updated regularly for all children</li> <li>• EHCP's</li> </ul>	Termly on entry	AHT; all key persons. Outside agencies SLT Office staff	Each staff member aware of disabilities of children in their Key Groups and the whole group.

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	<ul style="list-style-type: none"> <li>• Significant health problems – children’s Photos/names displayed sensitively /info kept in children’s files.</li> <li>• Annual reviews</li> </ul>			
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<b>LONG TERM Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
In setting record system to be reviewed and improved where necessary	(Records on Sims/ network/ protected Record keeping system to be reviewed.	Continual review and improvement	SLT	Effective communication of information about disabilities throughout setting.