



Oliver Thomas Nursery School and Children's Centre Accessibility Plan Review

3-year period covered by the plan: May 2019 – May 2022

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

Since September 2002, the Governing Body has had three key duties towards disabled children -

- Not to treat disabled children less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled children.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled children in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled children can participate in the school curriculum;

- Improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services;
- Improving the delivery to disabled children of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Summer 2019

Next Review Date – Summer 2022

1. Starting points

1a: The purpose and direction of the school's plan: vision and values

Our Inclusion statement outlines the philosophy held at Oliver Thomas. It states that:

'The term inclusion is increasingly used in all areas of society to describe the removal of barriers. To include is to embrace all people regardless of race, creed, gender, disability, sexuality or age.

In our centre we value diversity and regard different talents and abilities in people as a source of strength. We see inclusion as an opportunity to listen and learn from each other, sharing our strengths and experiences.

We recognise the need for flexibility and a willingness to embrace change so that we are able to grow and develop alongside our community. We strongly believe that inclusion is about changing structures to meet the range of difference and diversity we encounter and not about making people fit into existing structures.

We believe that inclusion is all about relationships with people. It permeates everything we do and enriches society by the relationships that grow from children and families being together.

We believe in the importance of social justice and encourage active participation of people in our centre and in the community. We are proactive in supporting children and families who may experience difficulties in understanding their rights and in accessing services.

In Oliver Thomas we recognise that inclusion is not just an educational issue but something which affects all aspects of the organisation's daily life. We acknowledge that this represents a challenge to all our attitudes, established practices and ways of working. It demands that we examine and reflect upon our own practice in order to provide for all our users. We recognise that inclusive practice requires flexibility of approach as inclusion is a process and never a fixed state.'

Aims and Ethos

We aim to promote inclusion by:-

- Welcoming all children and families to our centre
- Ensuring that staff and governors are aware of issues surrounding disability
- Recruiting staff who are committed to the inclusion of all people
- Including inclusion as an integral part of our organisations improvement plan

Curriculum

We provide a broad curriculum experience for all children that values the contribution of children and their families and aims to include all children in every aspect of school life and children's centre services. We do this by training staff to meet individual needs, finding ways to overcome any restrictions caused by the physical environment or routines, and having high expectations for all.

Meeting the needs of all users and stakeholders

We aim to work in partnership with parents and carers, centre users and other stakeholders to develop and improve services and to ensure the services we provide are accessible to all local families with children under five. We do this through our Parents' Coffee Mornings, Advisory Board, Parent Questionnaires, Children's Centre Manager meetings, Nursery Heads meetings and informal consultation. These findings feed into the school and children's centre development plans, which provides a strategic overview of resourcing, staffing, premises, partnership, leadership issues and future planning.

Review of priorities for action since 2016:

1a: The purpose and direction of the school's plan: vision and values

Priority 2016-19	What action we took
Further promote the philosophy of inclusion in its broadest sense throughout the school and centre community	support for children with SEND and their families is embedded into our School Development Plan and our Children's Centre Development Plan. Governors and School Leaders have worked tirelessly with the local authority to ensure that our children receive the funding and support that they need. The school now receives block funding for 24 children with high needs. We have prioritised developing a culture where families and children with SEND are pro-actively welcomed and supported within our school community.
Through partnership working with other agencies, monitor the needs of priority groups and ensure we make our services as accessible as possible to these groups (e.g. young parents)	the school works closely with partner services to ensure that we get the very best advice to help us support our children and families. We consider having a personalised understanding of the needs of each child and their family to be fundamental to supporting them effectively.

1b: Information from pupil data and school audit

Oliver Thomas Nursery School and Children's Centre caters for children aged between 0 and 5 years and their families. We are located in East Ham, which is a culturally mixed area with overall high levels of deprivation. The

majority of families accessing the school and centre are of ethnic minority heritage, the largest groups being of Sri Lankan, Indian, Pakistani and Bengali origin and an increasing number of families from Eastern European countries.

The school has places for 212 children on a part time basis. Some 30 hour places are now offered to children of working parents. Children with additional needs and disabilities enter through the open waiting list although many are already known to specialist services who have supported families in accessing a place. The children's centre is open to children aged 0-5 and their families through a variety of activities and courses. The percentage of children with additional needs is typically above 25%.

As an inclusive organisation, all children play and learn together and all practitioners are trained in the education and care of children. Individual programmes and learning priorities are delivered through a well planned curriculum. This is differentiated to enable all children to have access to it and our environment is continually monitored to ensure accessibility. Our philosophy is about adapting the routines and the environment to suit the child and reasonable adjustments are continuously made according to circumstances. Communication channels such as the 'cause for concern' meetings and health care planning enables all practitioners to be aware of ongoing strategies to support individual children.

Our commitment to inclusion means that to date no child has ever been denied admittance due to disability. We are aware of the need to consider health and safety requirements however and would discuss with parents and professionals any difficulties in adhering to this if there was a high demand for places for children with specific needs and we felt unable to provide a safe level of support. On occasions we have looked at flexible ways to meet families' needs, such as altering attendance patterns.

Outcomes for disabled pupils are mainly monitored via termly child progress reviews and support plan reviews with the SENDCO where targets, support required and interventions are reviewed. Children with disabilities are fully included in the learning priority setting, parent and child consultation processes and tracking systems that take place within the school.

1b: Information from pupil data and school audit

Priority 2016-19	What action we have taken	Further action to be taken
Continue to track progress of children with additional need to compare against whole cohort and consider individual progress against baseline	A detailed child progress review system that takes place each term ensures that the progress of all children, including our children with additional needs, are carefully thought about and there is a clear understanding of the progress that this group make in relation to the others.	Introduce and embed a specialist tool to more precisely capture the progress of this group of children (BSquared).
Deliver training to build all practitioners confidence and skills in supporting children with additional needs	Training is regularly updated: Autumn 2018 we had two training sessions from the Language and Communication Service on autism and strategies for supporting children; at the Spring 2019 Nursery Schools Conference focused on the sensory curriculum; 5 th April we held whole staff training on Signalong.	Ensure that training to support children with additional needs forms part of a cycle of training that is revisited.
Review resources available to extend learning opportunities for children with additional needs	Through the use of the Inclusive Classroom Profile we are ensuring that resourcing is provided to extend learning opportunities.	Ensure that this audit is consistently undertaken each term and that appropriate resources are provided.
Review children centre services to	Meeting the needs of families with children with SEND is now an integral part of the children's centre plan. One of our practitioners	Work with the local authority to ensure that

consider take up by families who have additional needs or whose children have additional needs	has a strong background in complex needs provision and another member of the team is completing a level 3 SENCO training. We run specialist sessions including: Stepping Stones parenting programme; Little Champions Stay and Play and a regular SEND Coffee Afternoon.	robust pathways are in place for these children moving through CC services and health into early years provision and on into primary school.
Continue to track progress of children with additional need to compare against whole cohort and consider individual progress against baseline	This is reviewed on a termly basis and at the end of each academic year.	Introduce and embed a specialist tool to more precisely capture the progress of this group of children (BSquared).
Deliver training to build all practitioners confidence and skills in supporting children with additional needs	Training is regularly updated: Autumn 2018 we had two training sessions from the Language and Communication Service on autism and strategies for supporting children; at the Spring 2019 Nursery Schools Conference focused on the sensory curriculum; 5 th April we held whole staff training on Signalong.	During Autumn 2019 we are revisiting Intensive Interaction training and introduce the use of the BSquared tool.
Review resources available to extend learning opportunities for children with additional needs	Through the use of the Inclusive Classroom Profile we are ensuring that resourcing is provided to extend learning opportunities.	Invite specialist support services in to assess/audit resourcing.
Use our admission	All staff have a very good understanding of the importance of	To strengthen these

form as a means of information gathering about families needs in order to support	gathering as much information as possible on our admissions form and then using this to inform our next steps. These next steps may involve additional home visits, working in collaboration with specialist agencies, health visiting and our children's centre to ensure comprehensive settling in plans and health care plans are in place.	processes the school will organise training with health visiting to ensure the robustness of our admissions processes.
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1c: Views of those consulted during the development of the plan

Priority 2016-19	What action we have taken	Further action to be taken
Promote parental questionnaire to parents whose child has a disability to gather their views and perspectives on how they feel their child has been included	Practitioners are successfully ensuring that these families are pro-actively supported to complete the parent questionnaires at each Parent Conference meeting.	Consider how to more specifically gather views and perspectives of parents whose children have a disability to ensure that they feel their children have been fully included.

Disabled children's perceptions of the nursery are best identified through work with child, parents, key person and using each child's special book. Parents of disabled children are consulted on entry to help us gain as much information as possible. They are partners in planning for their child's individual provision plan and are invited to attend

review meetings. Their views are sought in these meetings and strategies are put in place for them to use at home so that both nursery and home are working in partnership to support the child.

Advice from wider bodies is sought including speech therapists, educational psychologists, representatives from occupational health and physiotherapy, specialist advisors and experienced practitioners from the advisory services.

2a: Increasing the extent to which disabled pupils can participate in the school curriculum

Priority 2016-19	What action we took	Further action to be taken
Review and extend resources that promote a positive image of disability and support learning	Through the use of the Inclusive Classroom Profile we are continuing to strengthen our resourcing. We are also visiting other settings with a strong ethos of inclusion to learn from strong practice at other schools.	Through revisiting the ICP audit tool on a termly basis the school is working towards achieving consistently high scores that will indicate positive images of disability and support for learning are strong.
Review of curriculum policies to include all equalities issues	As we develop our work on our curriculum, initially through our ECERS, working parties we are ensuring that equalities are central to this work.	Ensure that the ECERS audits continue to be conducted on a termly basis.
Develop the confidence and expertise of all staff	Through ongoing training (as outlined above) we are embedding our inclusive approach. We take a whole staff approach to SEND to ensure that ALL staff develop the knowledge and skills to support all	Ensure that there is a cycle of training to refresh practitioner skills.

to support children with additional needs	the children.	
Increase access to and use of ICT as a learning tool	Through this year's conference we have upskilled the whole team on using ICT to support learning and are investing in further resourcing to support these developments.	The consistent use of the ICP audit tool will support this in an ongoing way.

2b: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Priority 2016-19	What action we took	Further action to be taken
Complete a thorough needs analysis of individual needs on admission.	There is a consistent approach to admissions which is fully embedded.	Health visiting team to lead on training on the red health book to ensure that the staff team have a clear understanding of the information available through this book.
Monitor use of equipment in the outdoor environment	We are ensuring that there are a wide range of experiences and challenges for all our children in the outdoor provision and this thinking and planning has been built into the	Assessment and risk assessment of the outdoor provision prior

	landscaping that is presently taking place	to opening up the new areas.
Monitor the indoor learning environment to prevent furniture and equipment hindering access and mobility	Staff are conscious of the need to adapt the physical environment to ensure access and mobility for all our children. Adaptations are often made to respond to the needs of individual children.	Invite specialist services to regularly consider accessibility in our classrooms.
Work with external agencies to resource individual children with physical equipment to aid participation in the curriculum such as hoists and standing frames	We have a close working relationship with specialist agencies and this ensures that appropriate resourcing is in place for every child.	Sustaining positive relationships with partner agencies.

2c: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Priority 2016-19	What action we took	Further action to be taken
Extend use of picture/symbol systems throughout the nursery	this is being embedded in our practice	Cyclical training plan to include this area.
Extend use of 'objects of	our SENCO and external specialists work closely with staff to	To be included on the

reference' techniques	ensure that this technique is used for those children who benefit from this approach.	cyclical training plan.
Explore new IT systems for better communication with speakers of languages other than English	we are continuing to research IT systems that we can use. We are presently using Google Translate to provide this service	However, we are clear that the priority is the quality of staff interaction with parents as well as encouraging peer support.

3: Making it happen

3a: Management, coordination and implementation

The governing body, informed by the Senior Leaders, is responsible for monitoring the implementation and impact of this scheme. It must be reported on annually as a governing body meeting agenda item.

The plan will be reviewed every three years in line with the equalities scheme. This is the responsibility of Senior Leaders and the governing body through observations, data analysis and verbal feedback.

The SENCO is responsible for overseeing that all children receive the level of support they require. The school employs additional early years educators enabling the school to improve adult to child ratios and all staff are trained to support the needs of all children attending our setting.

The effectiveness of the plan will be evaluated by;

- Analysing individual data with particular reference to children with additional needs via the tracking system.
- Ensuring children's needs are met through the monitoring of classroom practice.
- Scrutinising evaluations from parents' who have children with additional needs.

Review of priorities for action since 2016:

- Establish all equalities plans as a yearly agenda item for governing body – this will be a priority from academic year 2019-20
- Identify a lead governor - this will be part of the remit of our lead governor for SEND.

3b: Getting hold of the school's plan

This plan will be available for parents and visitors on our website and paper copies will be made available on request. It will be in size 14 font to increase accessibility.