



Hardmoor Nursery & Early Years Centre Accessibility Plan & Policy

Policy Statement and Guidelines
September 2024

Mission Statement:

To provide a happy, secure and stimulating environment in which everyone is included, respected and valued, so that they may grow in self-esteem and develop to their full potential.

Accessibility Plan and Policy

Under the Equality Act 2010, schools 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 “schools 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:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Hardmoor Early Years Centre, we are committed to working together to provide an inspirational and exciting learning environment where all children are valued as individuals. We believe that children should feel happy, safe and respected so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support the Centre’s Equality Objectives and will similarly be published on the school website. Hardmoor Early Years Centre 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 Equality, with regard to disability and to developing a culture of inclusion, support and awareness within the Centre.

At Hardmoor Early Years Centre the Plan will be monitored by the Leadership Team of Centre and SENCo.

The intention of our plan is to cover all three planning duties:

Improvements to the physical environment

Under this planning duty we will need to consider the physical environment and aids to access learning. This includes improvements to the physical environment of the Centre and physical aids to access learning within a reasonable timeframe. These can all be considered and included in a planned programme of improvements over time, to meet current and future needs of users of the school buildings.

Improving the way in which information is delivered

This is the requirement to ensure that all information normally provided by the Centre be it handouts, reports, etc. can be made more accessible by providing it in various preferred formats, if required, within a reasonable timeframe.

Increased access to the curriculum

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. Adjustments that would help disabled children access a meaningful curriculum might include: expanding the curriculum to ensure that pupils with a disability are as equally prepared for life as an able-bodied child.

Aims and Objectives

Hardmoor Early Years Centre acknowledges that every child is unique and both the ethos and culture of the Centre will be such that everyone is equally valued and that every pupil with SEN and (or) disabilities receives an experience that allows them to achieve their full potential. We aim to give all children full access the curriculum and to enable them to participate in the life at the Centre. The Centre sets suitable learning challenges, responds to children's' diverse needs and plans to overcome potential barriers to learning.

Our Aims are:

- Continue to develop access to the EYFS curriculum for children with a disability
- Improve and maintain access to the physical environment
- Improve communication with non-verbal children

In order to meet these objectives, we plan to ensure the following:

Current good practice

We ask about any disability or health condition in early communications with new parents and carers as part of our induction process.

Physical Environment

Disabled children participate in all activities. Some aspects of these activities present particular challenges, for example: trips for children with medical needs. There are a few parts of the Centre to which disabled children have limited access.

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 are always happy to receive information from other professionals/ agencies. Children's needs are monitored and tracked using the Graduated Response.

Information

Different forms of communication are made available to enable all disabled children 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. The Centre can utilise services available through the Local Authority for converting written information into alternative formats.

*This policy and procedure was agreed by the Governing Body at Hardmoor Early Years Centre – Spring 2024
Date to be reviewed – Spring 2025*