



ACCESSIBILITY PLAN

Review date: December 2027

Aughton Early Years Centre Accessibility Plan

Aims

The purpose of this plan is to demonstrate how Aughton Early Years Centre maintains the accessibility of our premises for all children and adults with disabilities in the three required areas identified in the Equality Act 2010;

- to increase the extent to which children and adults with disabilities can access and participate fully in the curriculum
- to continue to improve the physical environment and provide physical aids, to enable children and adults to take full advantage of educational provision and Centre services
- to continue to improve the availability of accessible information, which is readily available to other children and adults, to those with disabilities.

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our Centre and benefit from the educational experiences and services we provide.

We aim to ensure that our Centre is a warm, welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

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

The governing board 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

Management of the Plan

- The Governing Board will be responsible for the strategic direction of the Centre's Accessibility Plan and will approve it prior to implementation
- The Governing Board will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan
- The Head Teacher, the Special Educational Needs Coordinator and the Inclusion Coordinator will be responsible for the plans day-to-day implementation
- All staff members will be aware of children's disabilities and medical conditions, ensuring that their actions do not discriminate against any child as a result of their disability
- Parents/carers may request a copy of the Accessibility Plan at any time
- This plan is reviewed regularly to take into account the changing needs of the Centre and children/adults, and where the Centre has undergone a refurbishment.

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The governor with responsibility for children with SEND is Mr Jamie Wilson.

Our Headteacher is Mrs Andrea Smith.

Our SENDCO is Mrs Carly Blackwell.

Our Inclusion Coordinator is Mrs Janet Debenham.

Admissions

Admissions to the Centre are based on a waiting list system, which adheres to specific criteria in accordance with our Admissions Policy. Children are not discriminated against because of a disability and the Centre has an anticipatory duty to make reasonable adjustments to meet the needs to children with disabilities. We are an inclusive Centre and aim to admit all children from the local community whose parents wish them to attend.

Physical Access to Building

The original building, which was a primary school, was built in 1910 with further extensions and alterations up until 2019. All areas and bases are fully accessible for children and adults.

The main entrance is accessible for any person who may have a disability, it is at the front of the building and this can be accessed by users who are on foot/or in a small pushchair. There is a wider access point, which everyone can use, including wheelchair users/large double pushchairs, via the car park entrance.

Bases

Corridors and doors are wide enough for wheelchair users and all have flat access.

Toilets

Toilets have flat access. A toilet for disabled children and adults is located on the main link corridor and this includes a large rise and fall changing bed and hoist. FS1 has a rise and fall changing bed for children.

Outdoor Areas

The grounds either provide flat or sloping access to the outdoor areas.

Door furniture

All door furniture is of a contrasting colour to facilitate those partially sighted.

Individual Plans

These are in place for children/staff who may need assistance in the event fire/lockdown. The building has clear signage and visually impaired children/adults can be provided with suitable formats to make written information accessible. Parents/carers are routinely involved in reviewing provision for their child i.e. in the completion of individual risk assessments. Large print format materials or other alternatives (language translation) would be made available when required.

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EYFS – Teaching and Learning

Our aim is that children with disabilities should have access to a full and broad curriculum. Each child's individual needs will be taken into consideration and advice from outside agencies will be sought if required.

Furniture, seating arrangements and the classroom layout used can be altered to facilitate access and learning.

The Centre's policies on Teaching and Learning and SEND/Inclusion incorporate advice for teachers and practitioners on supporting disabled children. The Centre has an on-going programme of staff development related to meeting the needs of all children. Specific training on the needs of children with physical needs, sensory impairment, specific learning difficulties etc. is provided as required.

Legislation and Guidance

This plan 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 disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out 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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a child with disabilities faces in comparison with a child without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Other relevant legislation, regulations & guidance;

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *"Accessible Schools: Planning to increase access to schools for disabled pupils"*

Health Standards (England) Regulations 2

This plan operates in conjunction with the following Centre policies and documentation;

Curriculum

Single Equality Policy

Aughton Early Years Centre Accessibility Plan

Health and Safety Policy
Inclusion Policy
Safe Moving and Handling Policy
SEND Information Report
Behaviour and Discipline Policy
Developing Excellence Plan
Administration of Medicine Policy
Staff Training Record
Risk Assessments

Accessibility Action Plan for Period 2024/25 – 2026/27

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled children and adults can take advantage of the facilities, education and associated services
- Improving the accessibility of information that is provided in writing.

Aughton Early Years Centre will monitor the implementation of the plan and keep under review the access needs of the Centre.

Aim 1: To increase the extent to which disabled children can participate in the curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the Centre community for children, and prospective children, with a disability, medical condition or other access needs.

Category	Target	Actions	Intended Outcome	Lead	Review
Participation and engagement in the curriculum	Training for staff has upskilled them in identifying and best supporting children with SEND.	Identified staff attend Attention Autism, Makaton, Downs Syndrome training.	All staff are observed as competent in identifying and supporting children appropriately with SEND. Termly pupil progress meetings demonstrate impact. Positive feedback from parents.	AS	Termly
		Support is given to ensure all staff are confident in the assess/plan/do/review cycle.		JD/CB	Termly
		INSET input to share relevant documentation to support an effective graduated response.		JD/CB	Annually
		Modelling practical successful strategies and techniques.		JD/CB	Ongoing
Participation and engagement in the curriculum	A teacher has successfully gained the NPQ SENCO qualification.	Time has been allocated to attend all training with Learners First/OCL.	The teacher is confident and competent as the qualified SENCO for the Centre.	AS	Half-Termly

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		Close working with Inclusion Coordinator.		JD/CB	Weekly
		Effective dissemination regarding current thinking/research.		CB	Ongoing
Participation and engagement in the curriculum	Governors can articulate how funding is spent to best support children with SEND.	SENCO & Inclusion Coordinator present to governors and conduct learning walks. Relevant documentation and information is provided to governors for their reference.	Governors have a sound knowledge of how funding is spent to effectively support children with SEND.	JD/CB AS/JD/CB	Annually Termly

Aim 2: To improve the physical environment of the school to increase the extent to which children, families or professionals with a disability, medical condition or other access needs can access education and associated services.

Category	Target	Actions	Intended Outcome	Lead	Review
Entrances and Exits	The Centre continues to be adapted to the needs of children, families and other users so that they can enter/exit the building safely and with ease.	Review of a disabled car parking space. Personal Emergency Evacuation Plans continue to be swiftly drawn up and implemented as required. All staff keep abreast of children's changing needs. Regular fire alarm practices.	A car parking space has been allocated. Evacuation practices demonstrate children with SEND are supported to exit the building quickly with safety.	AS/RB/PH JD/CB JD/CB RB/PH	Autumn 2025 Ongoing Ongoing Termly
Classrooms and other learning spaces	To redevelop the sensory garden.	Identify staff and invite parents/carers to plan/design the sensory area. Seek advice from specialist expertise. Source funding to purchase necessary resources (DAF). Allocate appropriate time to conduct the works.	The garden has been successfully re-established and is accessed by all children to support their learning and development.	JD/CB/VS	Spring 2025 Summer 2025

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Aim 3: Improve the delivery of information to children, staff, parents/carers and other members of the school community.

Category	Target	Actions	Intended Outcome	Lead	Review
Communication	To re-establish our Encore group, providing further opportunities for parents to meet.	Survey parents/carers. Identify staffing. Plan structure and format of group.	Parent/carer group events are in place and running effectively. In addition, parent/carers act individually as a support mechanism for each other.	JD	Spring 2025
Communication	Clear and concise information is provided to Centre users via a range of communication methods.	Key persons regularly share information on Class DoJo. Outreach Workers update Facebook. Parents/carers are supported to complete standard forms. Large print, pictorial and symbolic representations is used to ensure access for all across Centre.	Information is accessible to all Centre users.	SLT GN JD & SLT SLT & ML	Ongoing Ongoing As required Termly

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Signed: *Andrea Smith*

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