

Our Lady Star of the Sea Nursery Accessibility Policy

Mission Statement

"You are precious in my eyes" - Isaiah 43

- ◆ Our Lady Star of the Sea Catholic Primary School is committed to the widest and fullest education of all pupils in a partnership between home, school, parish and community.
- ◆ Our school aims to create a happy, ordered environment where all members feel secure, valued and respect each other.
- ◆ Our school aims to be a positive force within the Catholic church inspired by the life of Christ in the Gospels

At Our Lady Star of the Sea Nursery we continuously strive to live our mission statement through all actions, thoughts and words. We place Christ firmly at the foundation of the entire learning process. Underpinning this mission statement is the recognition that each person is unique and should be valued and respected.

Definition of Disability

Disability in relation to a person as defined by the Disability Discrimination Act 2005 (DDA) as *'a substantial restriction in the capacity of the person to carry out a profession, business or occupation in the State or to participate in social or cultural life in the State by reason of an enduring physical, sensory, mental health or intellectual impairment. Substantial restriction means a restriction that is permanent (or likely to be permanent) which results in significant difficulty in communication, learning or mobility and means that the person has a need for services to be provided on a continuous basis'.*

In short, the Disability Act 2005 places a statutory obligation on public service providers to support access to services and facilities for people with disabilities. Under the Act, people with disabilities are entitled to:

1. Have their health and educational needs assessed.
2. Have individual service statements drawn up, setting out what services they should get.
3. Access independent complaints and appeals procedures.
4. Access public buildings and public service employment

Aims

Our Lady's is committed to ensuring equal treatment of all its employees, children and any others involved in the nursery community with any form of disability, and will ensure that disabled people are treated equally in any procedures, practices and service delivery.

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We aim to-

- provide a caring, friendly environment in which every child can flourish and feel a sense of belonging.
- have high expectations in order to build a strong foundation for life in the areas of social, academic, physical and creative opportunities.
- provide an environment, which actively looks for and celebrates individual achievements.
- provide a secure and stimulating family atmosphere, which encourages supportive friendships between individuals.
- foster a feeling amongst children of self-worth, respect for other people and property.
- foster a successful home/nursery partnership.
- promote working links with the local community.

Context

Under the Children and Families Act 2014, the Government changed the law on special educational needs and disability (SEND) support, placing further duties that include:

- a clear and transparent 'Local Offer' of services across education, health and social care with children, young people and parents involved in preparing and reviewing it
- services across education, health and care to be jointly commissioned
- Education, Health and Care (EHC) plans to replace statements and Learning Difficulty Assessments (LDAs) with the option of a Personal Budget for families and young people who want one
- new statutory rights for young people in further education, including the right to request a particular institution is named in their EHC plan and the right to appeal to the First-tier Tribunal (SEN and Disability), and
- a stronger focus on preparing for adulthood including better planning for transition into paid employment and independent living and between children's and adults services.

Definition- A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the [Equality Act 2010](#). Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

More information on the background to the SEND reforms is given in the [Introduction to the 0-25 SEND Code of Practice](#).

SEND in the early years

All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities, and to promote equality of opportunity for children in their care. These requirements are set out in the [EYFS framework \(2023\)](#). The EYFS framework also requires

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practitioners to review children's progress and share a summary with parents.

How will we plan to achieve these key objectives?

Our Lady's Nursery will make necessary provision for children who significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the all facilities, and requires special educational provision. Special educational provision is matched to the child's identified SEND. SEND is generally thought of in four broad areas of need and support - communication and interaction; cognition and learning; social, emotional and mental health, and sensory and/or physical needs. A fuller explanation of these is given in Chapter 6, Schools; in the 0-25 SEND Code of Practice, [paragraph 6.28](#).

a) Education & related activities

The setting will continue to seek and follow the advice of LA services, such as Early Years Consultants and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The setting will take account of the needs of children/families 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, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The setting will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Assessment

In assessing progress of children in the early years, practitioners use the non-statutory [Development Matters](#), [What to Expect When](#), [professional judgement](#) and [Lancashire County Council EYFS Framework to Support Curriculum Planning](#) as tools to assess the extent to which a young child is developing at expected levels for their age. Each guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics

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- Understanding of the world

- Expressive arts and design

More information and links to useful resources are given in Annex 2: Improving practice and staff training in education settings, in the [0-25 SEND Code of Practice](#).

Date of Policy update:

Senior Member of Staff Responsible – **Barbara Draper**
Nursery Senco- **Barbara Draper, Michelle Wood**

Related documentation:

- Nursery Development plan.
- Buildings and site development plan.
- Staff Development.
- Single Equalities Policy.
- Performance Management.
- Behaviour Policy.
- Anti-Bullying Policy
- Able, Gifted and Talented Policy.
- Special Educational Needs Policy.
- Assessment Policy.

SIGNATURE OF THE CHAIR OF MANAGEMENT COMMITTEE _____ **DATE** _____

SIGNATURE OF THE NURSERY SUPERVISOR _____ **DATE** _____