# The Ambleside Centre

## Accessibility Plan

### 1. Introduction

This plan sets out how The Ambleside Centre will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

### 2. Involvement of disabled people

This plan has been developed of guidance from Sensory Consortium; local authority partners, parents of children with a disability who access the Centre and users of the Centre who have a disability

### 3. Impact Assessment

The following policies/plans have been assessed in regard to the general duties under the Disability Discrimination Act 2005 the 2010 Equality Act and the Special Educational Needs and Disability Act 2001.

Safeguarding Policy.
Equal opportunities Policy.
Special Educational Needs Policy.
Group Harmony Policy
EYFS 2025

## 4. Action Plan to address the disability equality duty

| | Actions | By whom | Start | Finish | Evidence that is completed |
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| i. Promote equality of opportunity between disabled persons and other persons. | On advice from Sensory Consortium, highlight potential hazards in the outdoor area using yellow paint.<br>Risk assessments of areas to consider specific needs of those with disability. (fire evauation,visitors to setting) | Care taker/H and S committee<br>Audit markings and refresh as necessary | Aut 2020-reviewed | | Check/audit and add to H and S meeting minutes September 2026 |
| Promote equality of opportunity between disabled persons and other persons. | Staff training relating to support required for children attending nursery with specific sensory needs | Local Authority partners, SLT and SENDco | On-going as required | | Staff attendance at training.<br><br>Reviewed at staff meetings and LSA meetings |
| ii. Eliminate unlawful discrimination. | Statutory Policies in place and reviewed as part of annual cycle | | | | |
| iii. Eliminate harassment related to disabilities. | Statutory Policies in place and reviewed as part of annual cycle.<br>Centre has to complete annual WBC audit relating to bullying and harassment | | | | |
| iv. Promote equality of opportunity between disabled persons and other persons. | Talk to children about disability using stories and props that include people with disability.<br>Core values shared in practice and and audited. | Keyworkers | On-going | | All children fully included. This includes those with additional needs, hearing impairment, physical disabilities. |
| v. Encourage participations by disabled people. | Invite community members, create opportunities to naturally involve all parties. | SLT and Children Centre staff | On-going | | Wheel chair user at singing session, Adult with learning needs offered W/E placement. |
| Availability of written material in | School makes itself aware of the | L.A. | On-going | | If needed the school can |

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| alternative formats | services available through its LA for converting written information into alternative formats.<br><br>Information sessions and information shared to consider needs of individuals with regards to reading,sight, | Head Teacher<br><br>Admin Staff<br><br>SENDCo | | provide information in alternative formats<br><br>Head Teacher<br><br>Feedback from parents and staff. |