



## Accessibility Plan

Success indicators	Targets	Action	Lead	Start date	End
Database of SEN pupils continues to be compiled for staff and governors.	To enable appropriate reasonable adjustments to be made to provision and environment.	Information from registration documents, health professionals and parents to be collated.	HT & Senco	Autumn '11 and ongoing each term. <i>Reviewed October 2020</i>	Ongoing; data collated each term
Children's needs are catered for promptly on transfer to primary school.	To enable receiver schools to adapt resources and curriculum according to need.	Information shared with receiving school to ensure staff are prepared and enabled to make reasonable adjustments to curriculum and environment.	HT & Senco	Autumn 2011; information shared with schools regarding cohort leaving Nursery each year. <i>Reviewed October 2020</i>	No end date; information shared each year
Disability equality is promoted in policies.	To ensure policies address disability equality	Monitor policies to ensure they address disability equality issues.	All Staff	Autumn '11 <i>Reviewed October 2020</i>	No end date continued application of policies
Children in the setting are comfortable around all abilities, recognising the intrinsic worth of each individual and accommodating of different needs.	To ensure we have <i>sufficient resources training and C.P.D. to promote positive attitudes toward people with additional needs.</i>	Review current provision and resources, supplementing as necessary. Alternatives to sand, water and dough are provided for children with allergies or have low immunity due to severe illness. Staff know how to explain to children who ask why another child is doing something differently and use Makaton and pictures to support understanding with all children so that the children are equipped to communicate to and understand each other. Group times are used to support this.	HT Senco All Staff	Autumn '11 and continuing review of resources. <i>Reviewed October 2020</i>	No end date-ongoing review of resources

		Each child is given equal time and attention to communicate their needs and wants.			
Children with communication difficulties feel supported and relaxed, however they choose to communicate, frustration is minimised and they achieve regardless of difficulty.	To improve communication for children with communication difficulties	Use pictures, symbols, gestures/modelling and Makaton for children with communication difficulties as well as acting on advice from Speech & Language Therapists. Give children time to respond and use simple sentences or ones with one information carrying word, where possible. Planned small group or 1:1 activities are carried out each week to support and develop a child's speech and language skills. Advice is sort from the resident speech therapist when difficulties arise and when previous targets are met to ensure progression and to support a child in reaching their full potential. This is then cascaded to all staff and parents/carers.	All staff and Senco	Autumn '11. Staff continue to assess and review provision as necessary. <i>Reviewed October 2020</i>	Ongoing
Visually impaired members of our community have a suitable environment in which to work.	To ensure the safety of visually impaired users of our setting.	Ensure conditions support working environment e.g. appropriate lighting, <i>exit routes are kept clear, books/information available in braille or audio.</i> If a child who is visually impaired was due to start at the nursery then provision, such as face height and very low level furniture and fixings highlighted in a bright colour to avoid accidents, need to be provided. Entrances and exits are made clear through big, bright markings or signs. Parents who are visually impaired will be asked if and what assistance they might need and accommodated as appropriate and if able to.	HT	Autumn '11 Provision reviewed and improved as necessary. <i>Reviewed October 2020</i>	<i>Continuing review</i>

Disabled people have easy access to school information	Improve communication for disabled users.	Ensure the school web-site is clear, informative and easy to use. Ensure that there are disabled parking bays, disable access in the centre and that information is available in person or via a leaflet.	HT	Autumn '11; improvement and adjustment by reviewing web-site <i>Reviewed October 2020</i>	No end date
All parents and visitors have access to School events	To make reasonable adjustments that support equality of opportunity	Ensure users of the Centre feel welcome and able to approach staff for support in accessing school functions.	HT & all staff	Autumn '11; continuing adjustment in light of need <i>Reviewed October 2020</i>	No end date
Strong, caring and cohesive team working is evident	To support the health and safety of colleagues, to promote their wellbeing and pride in their work.	Staff have suitable and appropriate conditions to work in, that take account of their health and safety needs, and a <i>measured and reasonable work-life balance</i> .	HT	Autumn '11; <i>review provision Reviewed October 2020</i>	No end date-ongoing review
<i>All staff work together to promote good service</i>	<i>To ensure reasonable adjustments are made to accommodate the differing needs of staff.</i>	<i>Staff are able to do their work when circumstances change.</i>	<i>HT</i>	<i>Reviewed October 2020</i>	<i>On-going</i>
Children with ASC make progress.	To enable children with ASC to concentrate without distraction, or over stimulation and with adults who understand and are sensitive to their individual needs. To provide ways in which children with ASC can communicate to others.	Provide a quiet place, that is not over stimulating, for one to one work for children with ASC when required by their needs. Provide 1:1 care to stretch their learning and support their health care needs for some of the time, each session. To use visual aids, simple language and Makaton to support learning and encourage communication skills. To make sure all members of the SSC team and Nursery staff know the main needs of each child and how to support them appropriately to aid progression.	HT, key-worker & Senco	Provision adapted when needs require. <i>Reviewed and amended October 2020</i>	No end date-ongoing review

The environment is user friendly for disabled people.	To ensure access for disabled people.	Make physical improvements to the environment e.g. to lighting, signage, toilets, doorways as needed.	HT	Autumn '11 continuing adjustment as necessary <i>Reviewed October 2020</i>	No end date-ongoing review
Nursery educators are skilled in dealing with a variety of disabilities or additional needs.	To improve the achievement of children with SEND.	Relevant courses covering a range of disabilities and SEN available for staff budget allowing. Advice from health professionals is disseminated so staff feel enabled to work with all children. Support is given to staff when required or asked for. Identification and support strategies for children with particular needs are available for all staff to refer to. The needs of each child with SEND or who are vulnerable are discussed at staff meetings to upskill or inform staff.	HT & Senco	Autumn '11 continuing adjustment as necessary <i>Reviewed October 2020</i>	No end date-ongoing review
Children are supported and making good progress	To improve the achievement of ALL children.	Review and re-new SEN equipment and update resources e.g. replace or remove broken equipment and torn or worn signs and pictures. Enough time given to staff to address each child's needs and development.	HT, all staff & Senco	Autumn '11 continuing adjustment as necessary <i>Reviewed 2020</i>	No end date-ongoing review
Disabled staff are disadvantaged as little as possible.	To enable disabled staff to carry out their duties more easily.	Make reasonable adjustments to enable disabled staff to do their job.	HT	Autumn '11 and adjustment as necessary <i>Reviewed October 2020</i>	No end date-ongoing review
The environment remains accessible for all.	To ensure access for disabled people.	Ensure passageways are accessible and clear of obstacles. Doors are easily opened and accessible to all.	Reception and all staff	Summer '11 continually applied. <i>Reviewed October 2020</i>	No end date-ongoing review
Makaton becomes a part of the nursery school's culture.	To use Makaton throughout the setting to facilitate good communication.	Time for Makaton skills to be disseminated and reviewed regularly. A Makaton sign to be displayed each week for parents and children to see	HT, SENCO and all staff	Autumn '10 and knowledge refreshed regularly. <i>Reviewed and</i>	No end date-ongoing review

		and/or learn. Makaton to be used at every opportunity by staff.		amended October 2020	
Staff knowledge and skills increase and they are able to apply new learning through the setting.	To improve staff knowledge and skills around specific special needs difficulties as they arise from each term's intake	INSET sessions and/or staff meetings are arranged with reference to ongoing needs. Advice is sort from outside agencies when needed and shared with all staff (as appropriate). Staff to go on courses to extend their knowledge and skills when gaps arise/new needs are identified, enabling them to cascade what they have learnt and upskill all staff working with a particular child, as appropriate.	HT & Senco	Autumn '11; skills updated regularly and as cohort requires. <i>Reviewed October 2020</i>	No end date-ongoing review
Users and staff with mental health issues are <i>treated with sensitivity and understanding</i> .	To support families where mental health issues are a concern and signpost to outside agencies for help and support. To promote understanding toward staff with mental health issues.	Access to professionals to support work with families and children.	HT	Autumn '10 skills updated regularly and as needs require. <i>Reviewed October 2020</i>	No end date-ongoing review

**Date:** *October 2020*

**To be reviewed:** *October 2021*