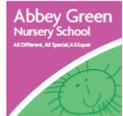




Aire Valley Nursery Schools Federation

Strong Close Nursery School



Accessibility Plan Strong Close Nursery School

Vision Statement

To provide a range of high quality, well resourced, inclusive, accessible services that will make a difference and improve outcomes for young children under 5 and their families both within the school and wider community.

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”.

Purpose of Plan

The purpose of this plan is to show how our schools intend, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of special educational needs and disabilities

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Enhanced Early Years Provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. In the Aire Valley Nursery Schools Federation each schools plan will be monitored by the Senior Leadership Team and the Governing Body. Each schools current Plan will be appended to this document.

Aims

Our aims are to:

- 1) increase access to a broad and balanced EYFS curriculum for pupils with a Special Educational Need, Disability, medical condition or other access needs whether through a mainstream place or Enhanced Early Years Provision place as appropriate;
- 2) Improve and maintain the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services;
- 3) Ensure all relevant SEND information is readily available to all partners.

Our objectives are detailed in the Action Plan below. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Medication Policy
- Teaching and Learning policies
- Emergency plans
- The Local offer
- The School SEND information report.

Current good practice

- 1) All children and families receive a full induction into our Nursery, they have 1:1 time with their child's key person and/or School SENCO to discuss any medical or learning needs prior to starting. These needs are taken into account when planning for the all of the needs of the child including learning and health and safety. Any barriers to learning or access are assessed and actions taken before children begin to attend. If appropriate the children are placed onto the SEN register and the level of support they require is recorded and monitored. As an enhanced specialist provision advice and guidance is sought from a range of other professionals to ensure that children are able to access our provision and to develop and learn through an individualised curriculum. Our information is presented in a range of ways and information is orally translated for families for whom English is an additional language.

- 2) An audit of the physical environment is conducted by the Headteacher and Resources Manager annually and monitored regularly to ensure that the physical environment is safe and fit for purpose. We will also ensure external monitoring and advice is sought on a regular basis. Access arrangements are reviewed in light of any new children and families attending the nursery and reasonable adjustments are made. A range of high and low level furniture is provided and storage for any specialist equipment is available. Room use is flexible and is reviewed in order to best meet the needs of the current cohort of children.
- 3) SEND information is available on the website and from the main office of the school.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training						
1. Embed alternative and augmentative methods of communication	Audit of staff training needs.	Training needed on visual support/objects of reference, schema and Makaton.	All adults trained in foundation level Makaton and visual support is consistently applied across the setting.	Observation and monitoring demonstrates that all adults use interchangeable communications systems with children	To become a Makaton friendly setting.	All children have access to a range of communication strategies and are supported to use the one most appropriate to them.
2. All children regardless of their medical need or physical need are included within the setting.	Key adults are to be trained in Paediatric first aid. Adults have received training on Gastro Feeding, Epi-pen administration, aerosol generating procedures (AGP) and Epilepsy specific medications.	More children are able to access the setting safely with adults able to respond quickly to their medical needs. Further training is received and monitored regularly in order to meet children's needs.	Audit environment to ensure there are adequate opportunities for children with physical difficulties to access all areas of the setting independently, as well as safe places to play.	Children can access different areas of the setting with increasing independence.	To provide a range of specialist equipment for children who have differing physical needs in order for them to be able to independently access all areas of the setting.	Environments change responsively to children's varying needs. Children with a range of needs can be accommodated within the setting.

Teaching and learning						
1. Children access a broad and balanced EYFS curriculum	Programmable toys, software, websites and headphones will be purchased to enhance teaching and build on children's skills.	Children will have access to a range of appropriate resources according to their needs.	Children will have access to quieter spaces. A den will be purchased to support children's mental health and well-being.	Children accessing enhanced places will have access to a calming space that they can retreat to when they feel overwhelmed and overloaded by the sensory input from the immediate environment.	Projectors and mobiles will be purchased to stimulate and calm children's senses.	Children will have access to a range of high quality resources to support each sense.
2. Children make better than expected progress.	Observation and assessment identify children's interests, schemas, strengths and learning needs.	Children identified as making less than expected progress are identified and more personalised enhancements are put in place.	Individual Support plans will include parent and child views.	Parents/carers participate in home-school activities with a positive impact on children's' progress.	Collaboration with the Midland Road and Abbey Green SENDCo and local portage workers to set up portage play groups to help support new children with SEND.	Playgroups support the transition of children with complex special needs to Strong Close.
School estate – minor capital expense						
1. To improve access and a range of learning experiences.	Shelving and storage to be purchased for Green room and in toilet areas.	Storage will provide spaces for resources, nappies and PPE that can be used to meet a range of children's needs.	Sensory videos on the entrance screen to be installed.	The entrance will have a calming atmosphere which will have a good impact on the children's well-being.	Heating will be reviewed for the Sensory room.	Children will have a comfortable space to explore the sensory equipment in school.
2. Changes to the outside area to provide improved access.	Risk assessment and audit of outdoor environment to identify barriers to access.	Barriers identified see medium/ long term and major capital expense items.	Wild garden space to be developed further with sensory experiences in mind.	Opportunities for feeling/smelling/ tasting to be developed. New planting to support sensory experiences.	Wheelchair accessible pathways on grassed areas.	Pathways would ensure safe movement in all weathers and minimise slips, trips and falls.

School estate – major capital expense						
1. Changes to the outdoor and indoor areas to provide improved access and range of learning experiences.	The outer area to be made accessible. Climbing logs will be fixed and made safe and pathways made clear.	Children will have a safe space to move and climb away from the busy field area.	Sunken trampoline installed outdoors and a trampoline bought for indoor use to provide a range of learning experiences.	Children would be able to meet a range of learning and sensory needs with the trampolines.	Direct access to the outdoors to be looked at for Green room. Research and quotes needed initially to see if this is possible with building regulations.	Green group children will be able to access the outdoor area without having to go through blue and yellow group.

Covid -19 Summary of Changes to Access during the pandemic

1. Green room and Red room to arrive/leave nursery 1 by 1 via the front door. Blue and Yellow group to arrive/leave 1 by 1 via the back entrance.	2. Staggered start and end to sessions to enable safe movement of children, extra cleaning of rooms and staggered staff lunch breaks.	3. Children transitioning into the setting with parents engage in distanced outdoor play and required information is gathered prior to child starting via phone call to limit contact with parents.	4. Themed virtual SEN cafes are offered to give parents chance to chat and get advice on different topics.	5. Home learning is still provided for those children who are unable to attend the setting due to medical needs or vulnerable status. This will take the form of resource packs, signposting to website support and virtual stories, songs and rhymes.	6. Parents are supported to access School support systems and advice and guidance, by key persons as well as transitioning information.	7. Children and families are actively engaged in the selection of their new setting. Children and families are actively part of the transition process to their next setting including virtual tours, zoom meetings.
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Signed by

Strong Close Nursery School

Rosemary Morgan SEN Governor

Date: 10/02/2021

Helen Jones Head teacher

Date: 10/02/2021

Laura Ross SENCO

Date: 10/02/2021

This policy will be reviewed annually/updated every three years