

# Kay Rowe Nursery School and Children's Centre



## Accessibility Plan September 2022-5

## **Kay Rowe Nursery School and Children's Centre: Accessibility Plan 2022 - 2025**

This Accessibility Policy and Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing Body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

We are committed to providing an accessible environment which values and includes all children, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Kay Rowe Nursery School and Children's Centre plans, over time, to ensure the accessibility of provision for all children, staff and visitors to the school.

1. An Accessibility Plan has been drawn up to cover a three year period. The plan will be reviewed annually and updated if needed
2. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for children with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that children with a disability are prepared for life equally as well as their peers. This covers teaching and learning and the wider curriculum of the school such as participation in educational visits. It also covers the provision of specialist aids and equipment, which may assist these children in accessing the curriculum.  
Improve the delivery of information usually in the written form to children, parents, staff and visitors with disabilities. Examples might include information about the school being shared through the use of a translator and staff and parents being trained in alternative forms of communication such as Signalong

Attached are action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

3. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
4. The accessibility plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum
  - Public Sector Equality Duty Report
  - Health and Safety
  - Inclusion/Local Offer
  - Special Needs/SEND information report
  - Behaviour policy
  - School Development Plan
5. The Action Plan for physical accessibility relates to the access audit of the school, which is undertaken regularly by a senior school leader. It may not be feasible to undertake some of the works during the life of this first accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.

## Kay Rowe Nursery School and Children's Centre Accessibility Plan

### Improving the Physical Access at Kay Rowe Nursery School and Children's Centre

An Access Audit was carried out by Sarah Porter and Paolina Tempesta in May 2023 and a number of recommendations made:

<b>Targets</b>	<b>Actions</b>	<b>Outcome</b>	<b>Completion</b>	<b>Evaluation</b>	<b>By Whom</b>
Ensure all corridors and internal surfaces are free from obstruction and easily accessible.	Keep corridors, surfaces and floor space clear from obstructions.	Children, staff, parents and visitors of varying disabilities are able to access the provision and have their care needs met.	Immediate. Reviewed daily by the premises manager.	SENDCO conducts an audit which monitors how the environment is physically accessible.	Premises Manager  SENDCO  All actioners
Car park permits reserved for disabled people near the main entrance.	Ensure Disabled parents and visitors know we can book a parking permit for them	Children, parents and visitors are able to access the setting with greater ease	immediate	Parking permit system accessed by school	Senior Administrator and SENDCO and HT
Replacement of stairs at entrance - edges worn	Reduce trip hazard	Less accidents	By september 24	Works completed by October 24 - steps safer	Site supervisor and HT plan works

Targets	Actions	Outcomes	Completion	Evaluation	By Whom
<p>To improve the use of total communication to support all children, particularly children with Special Educational Needs and Disabilities (SEND).</p>	<ul style="list-style-type: none"> <li>● SENDO will train/arrange training for all practitioners in the use of total communication</li> <li>● Work alongside practitioners from the Language, Communication and Interaction Support Service (LCIS) and Complex Needs and Dyslexia Service (CNDS) to embed the use of visual supports and objects of reference.</li> <li>● Speech and Language Therapist (SLT) train all staff in Signalong</li> <li>● Parents to be given core boards and visuals to support interactions</li> </ul>	<p>Total communication approach is being used consistently throughout the day.</p> <p>Children's understanding is improved through the use of visual support.</p> <p>Children respond more positively to transitions</p>	<p>Ongoing: updated plans every half term in line with children's changing needs</p>	<p>Special Educational Needs and Disability Coordinator (SENDCO) and Inclusion lead nadia will observe the provision every term</p>	<p>SENDCO</p>
<p>Training for staff on increasing access to the curriculum for children with SEND.</p>	<ul style="list-style-type: none"> <li>● On-going training around Autism Spectrum Disorder (ASD)</li> <li>● Use LCIS training for all staff either in a one to one format or through attending a course.</li> </ul>	<p>Staff say that they feel more confident to meet the differing needs of the children</p> <p>Areas of low confidence/skill are being identified and appropriate training will be put in place.</p>	<p>Appropriate training will be offered every term in line with children's changing needs.</p>	<p>Assistant Head/SENCO will review the impact of the Continuing Professional Development programme with a specific focus on SEND.</p>	<p>SENDCO HT</p>

	<ul style="list-style-type: none"> <li>●Use buy-in SLT to facilitate training for supporting those with multiple needs</li> <li>●Work closely with CNDS who offer staff training for working with children with complex needs</li> <li>●Look into team teach training for all staff</li> </ul>				
<p>To ensure interventions are appropriately chosen for children</p>	<p>SENDCO/Class teachers and key workers to have half termly s about concerns regarding children's development. From meetings SENDCO and staff agree appropriate interventions for the children.</p> <p>Teachers/Inclusion team lead and SENCO work together to create and update support plans</p>	<p>Interventions are monitored and progress is reviewed every half term.</p> <p>Children with SEND make strong progress in their identified areas of concern – seen by steps achieved on support plan</p> <p>Where children are at risk of not making strong progress, refined or different interventions will be offered.</p>	<p>Reviewed every half term</p>	<p>HT/AHT/SENCO and inclusion lead through regular review</p>	<p>HT, AHT and SENDCO</p>

