

Accessibility Plan

Accessibility Plan Code 1. Improving access to information for pupils, parents and staff. 2. Increased access to the curriculum. 3. Improving access to the physical environment.				
Accessibility Plan Code	Action	Who is responsible?	When	Success Criteria
1	All staff to have an awareness of:- <ul style="list-style-type: none"> The Special Educational Needs and Disabilities Code of Practice (SEND COP) 2015 The Children and Families Act 2014 The process of an Education, Health and Care Plan (EHCP) Autism and our role as practitioners TIASS 	HM/LTH	Staff Inset Ongoing staff meeting	Staff awareness, knowledge and confidence raised.
1	Parents with SEND children to gain an awareness of:- <ul style="list-style-type: none"> The SEND COP 2015 The Children and Families Act 2014 The process of an Education, Health and Care Plan (EHCP) 	HM/LTH	Ongoing meetings	Parent's awareness, knowledge and confidence raised. Increased parental confidence to become partners in the EHCP process
1	All parents to be fully informed of all news/events at nursery through:- <ul style="list-style-type: none"> Newsletters Website Parents information meetings Tapestry 	SLT	Ongoing	All parents regardless of needs will have full access to all information.
1,2,3	Staff to receive appropriate SEND/Medical Needs training dependent upon the needs of the current cohort of children.	SLT JB	Autumn Term	All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines
1,2	Use of adapted resources for children with communication difficulties e.g. <ul style="list-style-type: none"> visual timetable of day Now and next boards sand timers to encourage waiting their turn objects / pictures / symbol cards used to make choices Use software: translation, cochlear implants (hearing impaired) Speech and language therapist access 	Keyworker to lead all staff	On-going – dependent on needs of current children in setting	All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines
1,2,3	Use of adapted resources and strategies with children with visual difficulties e.g. <ul style="list-style-type: none"> Sitting at front of group at carpet time Use of larger print on classroom resources Use of coloured paper instead of white for printed resources, number lines etc. 	Keyworker to lead all staff	On-going – dependent on needs of current children in setting	All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines

1,2,3	Use of adapted resources for children with motor difficulties e.g. <ul style="list-style-type: none"> • squeezey scissors • pencil grips • non-slip activity mats • wedged writing mats • low/high chairs • adjustable legs on tables to alter height 	Keyworker to lead all staff	On-going – dependent on needs of current children in setting	All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines
1,2,3	Library area to be kept as quiet spaces for small group and 1 to 1 sessions such as speech and language groups, physiotherapy exercises and SEND groups.	SLT	September and other times when timetables are produced	Children in these groups make good progress in all areas of the curriculum.
2,3	Use of pushchairs when necessary with children with mobility difficulties to enable them to take part in educational visits.	SLT	On-going – dependent on needs of current children in setting	All children accessing all educational visits
3	To ensure all access/exit points to/from nursery are clear from obstruction.	SLT	Daily	All parents/children will have equal access to the building.
3	An annual building inspection to be completed	BSS	Yearly	All parents/children will have equal access to the building.
3	All learning spaces (both inside and out) have clear, defined pathways with risk assessments/safety sweeps completed daily. Issues identified and shared with SLT.	All staff	Everyday Fortnightly staff meetings (H&S section)	All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines
3	Changing tables to be checked by BSS once a term as part of Health and Safety checks and any faults or issues with them reported immediately to HT	BSS	Termly	Changing tables kept in good working order for children who need to use them.