



ACCESSIBILITY POLICY

Date of Last Review:	November 2024
Date agreed by Governors:	November 2024
Date shared with all staff:	November 2024
Date of next review:	November 2027
Origin/Author:	AWNS

PURPOSE OF THE PLAN

At Abbey Wood Nursery School we aim to provide a rich and varied environment through a play based curriculum.

We believe that all children develop and learn at different rates and this is reflected in the general curriculum and philosophy of the school. We have taken steps to ensure that the physical environment, curriculum and information are accessible to parents and children.

DEFINITION OF A DISABILITY

A person has a disability 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.

PHYSICAL ENVIRONMENT

The school is built all on one level with accessible doors and has access to the garden area. The doors are wide and wheelchair accessible and the main front door is opened fully at the beginning and end of each session to allow access for wheelchair users. The internal doors are mostly kept open providing an open, accessible but safe environment for all of the children at the school. There are also accessible toilets for adults and children within the whole school site. As appropriate, table heights are adjusted for children in wheelchairs to ensure access to all activities. There are some areas of grass and safety surfacing in the garden area. At Abbey Wood we are also committed to providing a rich and stimulating physical environment through colourful displays which are at child level, updated regularly, and are reflective of all of the children's experiences.

CURRICULUM

At Abbey Wood we offer a very accessible curriculum in which independence is promoted with children having free choice of activities and resources throughout the setting. Staff meetings are held to discuss SEND children and plan for any intervention/differentiation that will ensure all children have access to the curriculum. PLPs are written and updated on a termly basis and are shared with all staff at the SEN staff meetings. The PLPs are also incorporated into a timetable of support for daily/weekly/half-termly planning to ensure that each child's targets are being planned for and met. (see SEND policy). Support workers are sometimes employed for individual children based on need to help ensure they are gaining full access to the curriculum. Advice on additional resources for children with SEND is sought regularly from external agencies including Speech and Language Therapists and Educational Psychologists. These resources (i.e. Box Clever) can be used with all of the children at the School. Alternative communication systems (i.e. Makaton and Pec's) are used when necessary to help children with communication difficulties access the curriculum. Members of staff have also completed training courses in order to support children with speech and language difficulties.

Staff use symbols and visual timetables to support children. The symbols are effective at aiding communication with children who have a different home language, as well as children who might have additional needs.

INFORMATION

The school will support parents to apply for DLA and will contribute to the application if requested. The SENCO will support parents/carers to access additional information to support their child. They will also signpost parents/carers to any other agencies and support groups. At the nursery we make information about what's happening at the school accessible to parents in different ways including printed newsletters, web site, displays of work, parent's information board and open days. If a parent would like a google translation of a newsletter we will always try to help.

New parent induction meetings are held to inform parents of our settling procedure for new children (see Settling Policy). The nursery timetable is set up so that staff Abbey Wood Nursery School are available, especially at the beginning of each session, for informal discussions between teachers/key persons and parents. Parents are also able to make individual appointments with teachers to discuss their child's progress and we hold termly parent consultation days. When a child leaves nursery to go to primary school, transition meetings are held to pass on any concerns/information about a particular child. Every child is monitored carefully by all staff and if any concerns arise, the child's teacher and/or key worker will invite the parents in for a confidential discussion. Parents and children's privacy is always respected. The children at the school are actively involved in self-evaluation through their special books. The children regularly choose photos and work they have done to put into their special books. Each child's key person looks at the photos and work with the child on an on-going basis, asking them questions about what they are doing and how they learned to do that. Leaving children are also involved in conferencing sessions with their teacher in which they discuss what they learned at nursery and what they especially liked to do. Parents and children are made aware of their key persons when they start at the school.

In 2020 we started to use an online learning journal called 'Tapestry'. This online platform enables parents to see photos of their children and the activities and learning that they are doing in school. Parents are also able to post photos from home and share what activities and achievements are happening at home.

MONITORING

The Headteacher, in consultation with the school SENDCO, and Governors will monitor and evaluate the effectiveness of this accessibility plan. We recognise that monitoring is essential to ensure that children with disabilities are not being disadvantaged, and that monitoring leads to action planning. The Accessibility Plan will highlight how monitoring will be used to ensure targets are achieved. Monitoring will also take place under the provisions made for SEND and monitoring physical access and any development work within the environment and curriculum.

Disability; Equality and Inclusion

Target	Strategies	Responsibility	Success Criteria	Time Frame
Ensure the accessibility plan is an annual item at Governing Body meetings	Clerk to add to agenda on an annual basis.	Governing Body	Adherence to legislation	Annually
Improved staff awareness of disability and inclusion issues.	On going observations and advice from professionals feeds into and develops practice. SENCO supports teams in unpicking and planning for needs.	SENDCO; Whole staff team.	Whole school community aware and embedding into practice.	Ongoing
Ensure that all policies consider implications of disability access.	Consideration in the review of any policy.	Governing Body	Policies reflect current legislation	Ongoing
Continue to train staff to enable them to meet the needs of children with a wide range of SEND.	SENDCO to lead on/coordinate training	SENCO; teaching team.	Staff are continually developing their skills to help children access a broad and balanced curriculum.	Ongoing

Disability; physical environment

Target	Strategies	Responsibility	Success Criteria	Time Frame
Continue to maintain and develop learning environments inside and out so that they are accessible to all.	Premises Manager; (PM) Teaching staff; and Health and safety committee to regularly audit learning environments together to ensure accessibility to all. Regular reviews in response to external advice from external professionals as appropriate. PM to ensure that all adaptation put in place to support children are regularly maintained. E.g. markings in the playground.	PM; all staff and Governors through the H&S committee.	Learning environment is developed and adapted for each new cohort of children and is safe and accessible to all as a result.	Ongoing audit, at least annually.
Maintain and develop accessibility of the building	Individual EHCP, care plans are followed and individual risk assessments are drawn up, maintained, reviewed and developed. All plans for new work include accessibility	SENCO; all teaching staff; Governor with SEND responsibility.	All staff across the school are aware of individual plans and risk assessments and these are embedded in practice.	Ongoing

Disability; Written – other information

Target	Strategies	Responsibility	Success Criteria	Time Frame
Website accessible to all.	Parents/families with anticipated difficulties in accessing the website are invited to contribute to how it can be developed.	School Business Manager (SBM); Office staff; Governor with responsibility for the website.	Website is accessible to all.	Ongoing with annual review.
Ensure all families and members of the school community can access information.	Written information is provided in alternative formats as necessary. When parents attend registration meetings and Home visits are carried out staff will explore if there are any additional measures which can be done to support the accessing written information.	SBM; Office staff; SENCO all staff	All families and members of the community have equality of access to information.	Ongoing with annual review.

Other policies which reference this policy;

Medical conditions and medication in school procedure;

Inclusion and SEND

SEND offer

Curriculum policy