



Highfield Nursery School Accessibility Plan April 2017 – April 2018

Highfield Nursery School is a barrier free establishment. The physical environment at the Nursery School is spacious and is all on one level. We have a wide range of equipment and resources available for day to day use and keep resource provision under constant review. To meet individual, specific needs, provision will be adapted when pupil's needs are known. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of equipment or investment in building works.

How disabled persons have been involved in the creation of this accessibility plan

Disabled learners

At Highfield Nursery School we identify our disabled learners by asking all new admissions if they are considered to have a disability, the SENCO has identified all SEND learners. We will also contact all parents/carers in June 2017 and ask them to assess their child against the 'definition of disability' and to inform the Head if they considered them disabled.

Careful assessment and observation of all learners ensures a child centred approach and that the child's needs are taken into consideration along with the wishes of parents/ carers of children with SEND. This child centred approach is reviewed with parents/carers each half term. The Nursery School operates an open door policy and parents/carers of children with SEND can discuss their child with the SENCO or members of the Senior Leadership Team at any time. Assessment and observation has raised the following key issues:

- A smaller, quieter space within the environment to help children develop their play skills
- Visual timetables in all areas to support learners to establish what will happen next

Disabled Staff

We will contact all staff in May 2017 and ask them to assess themselves against the 'definition of disability' and inform the Head if they consider themselves disabled.

Disabled parents/carers

We will contact all parents/carers in June 2017 and ask them to assess themselves against the 'definition of disability' and inform the Head if they consider themselves disabled. Key issues raised as barriers in the past are:

- Letters/information to be given in larger print for visually impaired parent/carers
- Information to be delivered face to face or over the telephone to ensure clarity of understanding
- The need to provide reserved seating at the front for disabled parents/carers at performances

To increase the extent to which all pupils including disabled pupils can participate in the school curriculum

Aims	Action	By Who	Timescale	Evaluation
Provide coaching for all staff giving them knowledge and skills of how to support all children within the environments.	<ul style="list-style-type: none"> - Identify individual staffs needs in supervision - Natalie to support staff within the day to day environment through sharing knowledge, demonstrating good practice and peer observations with constructive feedback 	Line Managers SENCO	On-going	
Continue to offer comprehensive induction and transition procedures for those children who have disability, SEN or medical needs.	<ul style="list-style-type: none"> - Office staff to make Head teacher aware of any children due to start as soon as possible - Getting To Know You form to be sent out to gather relevant information about the child and actions identified. - Staff meeting at nursery set aside to discuss new children and inform all staff of relevant information. 	Elaine Head & Elaine Head & SENCO	Ongoing	
Identify pupils who may need additional/different provision	<ul style="list-style-type: none"> - Liaise with any previous settings or professionals to establish needs of new intake - Identify specific needs through Pupil Progress Meetings and termly assessment - Seek advice from Specialist teachers 	SENCO & Teachers Teachers SENCO	Ongoing	
Implement Early Support Assessments scales used to track children with SENs progress.	<ul style="list-style-type: none"> - Introduce a new scale which shows the small steps of progress a child with SEN are making. - SENCO to try to find a data package / system to record this progress 	SENCO	Summer 2017	

Opportunities for children to see positive role models with disabilities	Continue to purchase materials that portray positive images of people with disabilities	Teachers	Ongoing	
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To Improve communication between school and pupils, parent/carers

Aim	Action	By Whom	Timescale	Evaluation
Improve information communicated to staff about evacuation systems of children who are less mobile.	<ul style="list-style-type: none"> - Update evacuation policy to include children who are less mobile and have less understanding - Purchase any resources which may be needed as part of evacuation. 	Head	Summer term 2017	
Continue to improve information given to parents who have English as an additional language	<ul style="list-style-type: none"> - Ensure staff use Google translate when working with parents who have very little English during induction and at parents meetings. 	All staff	Ongoing	
To ensure that staff are fully aware of pupils needs and interests	<ul style="list-style-type: none"> - All About Me profiles completed with parents/ carers for pupils applying for EHC Plan - Targeted Learning plans written by teachers with input from keyworker and parent/carers and agreed by SENCO - Regular staff meetings to communicate needs to all staff 	SENCO SENCO, teachers, keyworkers SENCO	When needed Ongoing and reviewed every 6 weeks At least one per half term	
Common Assessment Framework (CAF) completed and Team Around the Family (TAF) Meetings take place for identified families	<ul style="list-style-type: none"> - Common Assessment Form completed with families - Regular meetings take place to review family's needs and support that can be provided 	SENCO SENCO	Ongoing when needed Ongoing, when needed. Meetings to take place every 6 weeks	

To improve access to the physical environment

Aim	Action	By whom	Timescale	Evaluation
To ensure that all pupils, staff and visitors with mobility needs can be evacuated safely	Emergency plan review	Head	Summer term 2017	
To ensure that the learning environment is suitable for all pupil's learning needs including those that have no sense of danger.	<ul style="list-style-type: none"> - Safe space to be provided for children to access that is calmer with less equipment - Visual timetables in all areas - Neutral walls and wall displays - Environment audits to be conducted by members of the SEND team - Advice of specialist teachers and agencies sought 	SENDCo and SEN support assistants SEN support staff Teachers and Keyworkers SENDCo SENDCo	Ongoing Ongoing Ongoing When needed When needed	