

Highfield Nursery School Accessibility Plan September 2022 – September 2025 (Reviewed Annually)

Highfield Nursery School is a barrier free establishment, with works undertaken to make both buildings fully accessible including entrance doors level with the ground and disabled toilets. 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 SENDCo has identified all SEND learners. We will also contact all parents/carers in November 2022 and ask them to assess their child against the 'definition of disability' and to inform the Head of School 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 SENDCo or members of the Senior Leadership Team at any time. Assessment and observation has raised the following key issues:

- A smaller, quieter environment to help children to transition into Nursery School and develop their play skills
- Requests for environment audit from VI teacher
- Visual timetables in all areas to support learners to establish what will happen next

Disabled Staff

We will contact all staff in November 2022 and ask them to assess themselves against the 'definition of disability' and inform the Head of School if they consider themselves disabled.

Disabled parents/carers

We will contact all parents/carers in November 2022 and ask them to assess themselves against the 'definition of disability' and inform the Head of School 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	Outcome	By Who	Timescale	Evaluation
Continue to 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 – SEN Support staff and SENCO to support staff within the day to day environment through sharing knowledge, demonstrating good practice and peer observations with constructive feedback - Discussions during staff supervision on individual children’s needs 	Staff feel confident in meeting needs of all children, all children have access to the full curriculum	Line Managers SEN Support staff SENDCo	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 and SENCO aware of any children due to start who have a disability, as soon as possible - Getting To Know You form to be sent out to gather relevant information about the child and actions identified and senior staff alerted . - Detailed meet and greets with parents/carers to establish any needs & disabilities and support required - Staff meeting at nursery set aside to discuss new children and inform all staff of relevant information. 	All children make a smooth transition to nursery	Office staff Office staff, SENCO, Head teacher Senior team	Ongoing	

<p>Identify pupils who may need additional/different provision</p>	<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 - Detailed meet and great conversations with parent/carers to establish any support required - 	<p>The whole needs of the child are identified and planned for appropriately and adjustments made when necessary</p>	<p>SENDCo & Teachers</p> <p>Teachers</p> <p>SENDCo</p>	<p>Ongoing</p>	
<p>The learning experiences that are on offer inside and outside should be organised for all children to have access to including those with SEND</p>	<ul style="list-style-type: none"> - Needs of children to continue to be reviewed on a regular basis and adjustments made to continue to offer access for all children to all learning experiences - Continue to adapt specialist nurture base to ensure children can access learning in an environment that meets their needs - Continue to adapt outside space that allows for children's specific needs to be met and appropriate learning experiences - Continue to consult specialist teachers to ensure environment remains 	<p>Full access to all learning experiences is planned so all children have equal access to the curriculum</p> <p>Children feel safe and calm and able to access all learning experiences that are appropriate for their developmental stage</p>	<p>Teachers, Early Years practitioners and SENDCo</p> <p>SEN Support Staff & SENCO</p> <p>All staff</p> <p>SENDCo & teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

	appropriate and accessible for all children				
Opportunities for children to see positive role models with disabilities	Continue to purchase materials that portray positive images of people with disabilities	Children have a positive image of disability	All staff	Ongoing	

To Improve communication between school and pupils, parent/carers

Aim	Action	Outcome	By Whom	Timescale	Evaluation
Improve information communicated to staff about evacuation systems of children who are less mobile.	<ul style="list-style-type: none"> - Purchase any resources which may be needed as part of evacuation. - PEEPS/Moving and Handling Plans to be written for identified children and shared with parents/carers 	Staff are aware of how to evacuate all children safely and do so	Head SENCO & teachers	Ongoing / when needed Following each new intake	
Continue to improve information given to parents who have English as an additional language or have SEND	<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. - School staff will explain all written materials to parents who are identified as having SEND - Continue to send communication via a wide range of media including social media 	Parents/carers receive important information in a format that they are able to understand	Admin. Staff All Nursery School staff	Ongoing	

To improve access to the physical environment

Aim	Action	Outcome	By whom	Timescale	Evaluation
To ensure that all pupils, staff and visitors with mobility/sensory needs can be evacuated safely	<ul style="list-style-type: none"> - Emergency plan review - PEEPs/moving and handling plans to be written for children with physical disabilities and possibly sensory issues - Consider adjustments to fire escape in The Lodge to make wheelchair user friendly if needed 	All staff, children and visitors will be evacuated safely	Head SENCO H&S Governors	Spring term 23 and reviewed annually After each new intake of children If need arises	
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, less equipment and higher staff to child ratio - Visual timetables in all areas - Neutral walls and 'homely' wall displays e.g. framed and canvas prints - Environment audits to be conducted by members of the SEND team - Advice of specialist teachers and agencies sought - Continue to risk assess areas that children access that could prove hazardous for some children i.e. low fences in the outdoor area that could be climbed 	All children have access to a suitable learning environment that meets their needs	SENDCo and SEN support assistants SEN support staff Teachers and Keyworkers SENDCo SENDCo All staff	Ongoing Ongoing Ongoing When needed When needed Ongoing	
All pupils can access the outdoor area including the texture kitchen	<ul style="list-style-type: none"> - Explore options available to enable all children to access the Texture kitchen that are 	All children can smoothly transition to and access	Site Supervisor, Head SENCO	Spring term 23	

	reasonable within the school budget	the outdoor area			
To improve facilities available for children with sensory regulation difficulties and/or sensory processing.	<ul style="list-style-type: none"> - Explore options available to develop current nursery rooms, providing a bigger space/ improved facilities. - Liaise with play and sensory specialist, regarding recommend facilities. - Consult with relevant property developers - 	Children will have access to improved facilities and as a result will have their sensory needs met.	SENCo Head of School Executive Head	September 2024	