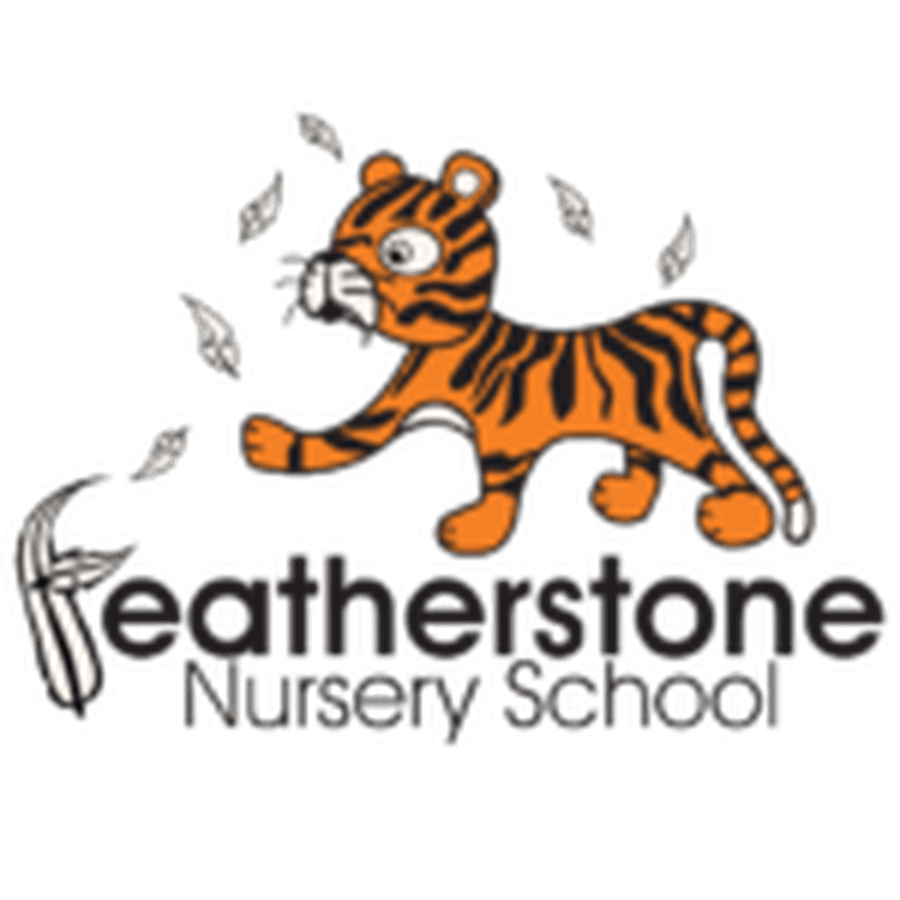
**Accessibility Plan**

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| **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:-   * 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) | AH | Staff Inset  Weekly staff meeting | Staff awareness, knowledge and confidence raised. |
| 1 | Parents with SEND children to gain an awareness of:-   * The SEND COP 2015 * The Children and Families Act 2014 * The process of an Education, Health and Care Plan (EHCP) | AH | Ongoing meetings | Parent’s awareness, knowledge and confidence raised.  Increased parental confidence to become partners in the EHCP process |
| 1 | Children with SEND and their parents/carers to be involved in co-production to:   * Be listened to and heard; treated with transparency; involved and empowered * Place equal value on the contributions of children, young people, parents, carers and professionals in making decisions and improving the services and support available | AH | Ongoing | Children with SEND and their Parents/Carers are part of an open and inclusive partnership at all times. |
| 1 | All parents to be fully informed of all news/events at nursery through:-   * Monthly newsletters * Website * Parents information board | 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 | 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.   * switch-it recorders – to answer register * talking photo diaries – to inform parents of child’s day * visual timetable of day * sand timers to encourage waiting their turn * objects / pictures / symbol cards used to make choices * Use software:-Communicate in Print | 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.   * 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.   * squeezy 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 | Rainbow Room (ONS) & Sensory Room / Group Room (FNS) 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. | SE | September and other times when timetables are produced | Children in these groups make good progress in all areas of the curriculum. |
| 2,3 | Increase ratio of staff to children in Forest School for groups with children with mobility difficulties to ensure their active participation and safety in sessions. | SE | Termly as new children start | All children accessing all Forest School activities and making good progress in UW |
| 2,3 | Use of pushchairs when necessary with children with mobility difficulties to enable them to take part in educational visits. | EJ/JF | 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. |

This plan will be reviewed every three years and whenever significant changes to the systems and arrangements take place.

Plan Approved by Governors on: 06/02/25 Signed: …………………………..…………… Review Date: February 2028