

## Kings Norton Nursery School Accessibility Action Plan 2020 – 2023

Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

ARTICLE 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 30 Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. It makes clear that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Kings Norton Nursery School, we are committed to providing a secure, happy and inspirational learning environment which values and includes all children, staff, parents and visitors. We work as a whole school community to ensure that all children are valued and respected and can participate fully in the life of the school.

<b>Access to and participation within the curriculum:</b>					
<b>Action</b>	<b>Means</b>	<b>Resources</b>	<b>By whom</b>	<b>Timing</b>	<b>Success Criteria</b>
To regularly review our nursery policies and procedures to ensure that they reflect inclusive practice and procedure	Policy review timetable Governor meetings Staff meetings	Time	Governors HT All staff	As per timetable	All policies clearly reflect inclusive practice and procedure
To ensure staff have a deep understanding of the impact of adverse child experiences	Further development as a trauma informed and attachment aware school	TIAAS training EP support	Whole staff	Summer 2021 Ongoing	Children learn to be resilient and demonstrate positive mental health

To support children with communication and language and interaction difficulties	Personalized resources for each cohort of children, including: Visual cues - Objects, Photographs and Symbols Visual timetables First and Then boards Makaton BSL sign language Speech and Language therapy	Makaton training  AET Level 2  Multi-agency support from EP/CAT/PSS/SALT/OT	Teacher/TA  Whole staff	Spring 2022	All children access the Early Years Foundation Stage curriculum and ambitious targets are met.
To support children with sensory difficulties	Practice and provision that is personalized for each cohort of children. Sensory Room Sensory equipment BSL High-vis warning paint on steps	Deaf awareness training  Maintenance	HT/SENCo Whole staff  Teacher/TA	Sept 2020  Sept 2021	All children access the Early Years Foundation Stage curriculum and ambitious targets are met.
To provide one-to-one and small group interventions to support children's learning and development.	To differentiate and adapt the curriculum to enable pupils to participate fully in all areas of learning	Planning Additional support staff, if appropriate CPD Budget	Group Leaders	Ongoing	All children access the Early Years Foundation Stage curriculum and ambitious targets are met.
To support children with medical needs	Appropriate medical training and support as required Policy and procedures for the administration of medicines reviewed annually. Alert cards displayed	CPD Time and budget  Annual asthma and allergy training Paediatric 1 <sup>st</sup> Aid training	Key worker  Whole staff	Spring term  Dec 2021	All children to access the Early Years Foundation Stage curriculum and ambitious targets are set.
<b>Access to the physical environment</b>					
<b>Action</b>	<b>Means</b>	<b>Resources</b>	<b>By whom</b>	<b>Timing</b>	<b>Success Criteria</b>
To continue to improve the physical environment of the school	Take into account the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, LED lighting and	Financial	Governors/S LT	Budget dependent	A greater number of special educational needs are able to be met within a high quality school environment.

	improved, more accessible facilities and fittings				
To ensure all children with SEND are able to be fully involved	The nursery environment is planned to enable children with SEND to access all areas, equipment and resources in the school.	Premises budget Curriculum budget	Governors SLT Teachers	Ongoing	
To provide access to and participation in additional curriculum activities for pupils outdoors	To undertake termly premises walks Annual inspection of outdoor equipment Staff supervision	High quality and differentiated outdoor equipment	BSS Premises committee	Termly  Autumn term	Children demonstrate increased confidence, self-esteem, physical skills and social interactions.
<b>Access of information</b>					
Action	Means	Resources	By whom	Timing	Success Criteria
To liaise with parents/carers at induction to gain a deep understanding of children's interests, strengths and areas for development	To identify pupils who may need additional to or different provision on entry to nursery school	Induction Procedures Equipment and materials Teacher/SENCo time	HT Teachers Key workers SENCo	On entry and ongoing	Transition for children into Nursery school is smooth with adequate and appropriate resources and provision  Learning walks evidence provision and child progress
Ongoing partnership between nursery and parents/carers	Parents fully informed via: <ul style="list-style-type: none"> <li>• Daily conversations with key worker</li> <li>• Regular email contact via Teachers to parents, including curriculum overview leaflets and Values Education leaflets</li> <li>• Newsletters</li> <li>• Workshops</li> <li>• Parent noticeboard</li> <li>• Parent consultations</li> <li>• TAC and review meetings</li> </ul>	Time	HT Key workers	Ongoing	Clear collaborative working approach. Parents have close involvement in their child's learning. Children are confident learners; they feel valued and respected.
To regularly review and further develop our offer in relation to SEND, including school pupil	Developments in relation to CRISP and top-up funding. Daily review meetings Staff meetings	Time and training as required,	HT/SENCo Teachers Governors	Ongoing	Effective communication of information about SEND within school and for transition.

information, local and national information in relation to SEND.	Online learning journals Termly MAP meetings with PSS Multi-agency involvement SEN Audit/review			Spring 2022	
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