



## **Accessibility Plan 2023-24**

### **Aims:**

To ensure inclusive access to the EYFS curriculum for children with SEND, with adaptive provision to ensure individual needs are met.

### **Current Good Practice**

#### **Physical Environment**

A ramp to the entrance enables wheelchair and pram access. There are no steps in the nursery school part of the building. The outdoor environment has a ramp to the garden and pathways that can be accessed by children with mobility difficulties. Nursery classrooms are spacious and carefully planned based on observations of children. There are no parts of the environment to which children have limited or no access. In the Nursery there are height adjustable tables available with low chairs, and all areas of provision are easily accessible and presented so that all children can access, whether this is on the floor, cable drum table or on low tables etc. The interactive computer board is fixed to the wall at child height. Continuous provision is organised, labelled and within easy reach of all children in all areas.

#### **Curriculum**

Every child is valued as a unique individual. Planning is based on individual need and interest. This ensures that all needs are met and resources are used creatively to ensure they are fully accessible and support/stimulate learning according to individual need.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. We use Makaton to support children and display signs and pictures to support staff when communicating. ICAN assessments undertaken when children start enable early intervention through the use of ICAN Boost and Wellcomm to support speech and language difficulties. Referrals to speech and language are made for children requiring professional speech and language therapy support. Adjustments are made for visually and/or hearing impaired children on a need basis.

A new build has just been erected (The Retreat), to provide adaptive provision to meet the needs of our most vulnerable children. This will be implemented across 23-24.

#### **Access Audit**

Basnett Street is a one storey building floor. Doorways are wide and the outdoor area is accessible to all. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The reception hatch also has a loop system fitted to support hearing aid users. There are disabled toilet facilities available, situated in the Chatterbox Club. The

school has internal emergency signage and escape routes are clearly marked. Arrangements can be made for car park access if required.

### Improvement Required

Priority	Action	Lead/ Timescale	Cost	Success Criteria
<b>To implement the use of the 'Retreat' to provide adaptive provision for children with SEND.</b>	Create a sensory processing environment, which will enable children to have their needs met and therefore in the best position to learn.	Lindsay November 2023	£3000	SEND children will have a place that will support their sensory needs and maintain emotional regulation. It will enable Intervention and TLP work to be carried out in a quieter area. The Retreat will also support our Early Help Processes, with a room available to support parent/TAF meetings etc.
<b>SENCO to begin to gain the SENCO qualification.</b>	Enrol on course for September 2023	Emma April 2024	£3,000	SENCO will feel confident in her role and will continue to support our provision for SEND, to ensure fully inclusive personalised provision.
<b>To implement the role of family support to enhance the early help offer and raise attendance.</b>	FSW to undertake role of attendance monitor. FSW deliver parenting sessions on common identified areas of need. FSW to undertake home visits/meet with parents to provide early help support. FSW complete EHA's. FSW to lead on TAF'S were appropriate	Hayley September 2023	£12955.20	Attendance increases. FSW delivering effective early help support.

Review Date: November 2024