



ACCESSIBILITY PLAN 2021 - 2024



Starting points

1A: The Purpose and direction of our school's plan: Vision and values

Turncroft Nursery School has high expectations for children with additional needs and a commitment to children's full participation in school activities and community. In planning and teaching the Early Foundation Stage Curriculum, staff ensure they have due regard for the setting of suitable and challenging learning objectives, respond to children's diverse needs and aim to overcome potential barriers to learning and assessment for all children.

1B: Current Position

- Our school currently (September 2021) has 10% of pupils with SEND with differing needs. The Special Educational Needs of our children include a range of communication difficulties, physical, emotional and behavioural difficulties
- There is physical access to the main entrance through double doors and there is an entrance bell located at suitable height for a wheelchair user. There are disabled toilet facilities available and accessible. The interior of the building is fully accessible due to the building being on one level with no steps and with good access to outdoor play through 'patio' doors.
- Pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to 1 designated space for disabled parking. The main play area is fenced off from the car park by a locked gate and is sited to the side of the building away from the car park.
- Emergency and evacuation procedures are accessible to all at present. These are clearly signposted and termly fire evacuation tests are made. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise.
- All rooms are acoustically sound with carpeting providing good acoustics and we have an induction loop should it be needed to support a child or parent with hearing impairment. We also have curtains in most rooms and soft furnishings which positively support the acoustics in school.
- Tape is available to draw attention to, for example, the edge of matting or furniture for visually impaired children should it be needed.
- We have some space for quiet work and small group work: the staff room is available at times throughout the day for 1-1 activities.

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- Furniture and equipment are age related and appropriate for a range of developmental needs.
- All children are encouraged to take part in the full curriculum.
- School visits are made accessible to all children irrespective of attainment or impairment.
- Staff attend SEND courses as appropriate to support specific needs. Our SENCo Miss Murphy works closely with staff to identify targets and liaise with specialist and support services.
- Activities provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- Makaton signs are displayed to support staff in communicating non-verbally with those children who benefit from gesture. We are planning to access training in this for all staff.
- Access to information within the classroom is enabled through the use of visual timetables (where needed) and visual labelling of equipment and resources.
- We work in close consultation where needed with the borough in order to ensure that children with English as an additional language have full access to the curriculum.
- We have a clear policy on the administration of medicines, with all staff trained to administer medicines as is required through the community nurse team. We have a register of children with medical needs displayed confidentially to staff in the school kitchen. Information relating to these children would also be passed on to inform visiting staff where appropriate.
- Medication is always taken on visits / trips out of school. Staff trained in first aid (Mrs Fort, Mrs Roberts, Miss Murphy, Miss Atkin, Miss Rice and Mrs Lawrence always accompany our pupils on trips.) We are planning to secure paediatric first aid training for all staff on a rolling programme.

1C: Views of those consulted during the development of the plan

Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in this plan. Through feedback received at parent consultations and SEND support plans reviews. We are confident that our school adopts a curriculum to meet the needs of children and families with additional

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needs. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the views of our children when planning for their support.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure that curriculum planning meets the needs of all groups of children in school in order to improve disabled children's access to the curriculum, including strategies that are sensitive and responsive to diversity
- Ensure appropriate professional development for staff in collaboration with SEND SS
- Ensure that awards / rewards given are fair and accessibility to as many children as possible
- Paediatric first aid training - continue with rolling programme
- All staff to complete training on safeguarding children with disabilities.
- ICAN Communication training for staff
- Ensure that any resources required are sourced in a timely manner

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- Raise awareness of mobility issues in classrooms, e.g. position of furniture and free flow around spaces
- All new building work to include installation of lever taps.

2C: Improving the availability of accessible information to those with disabilities

- Through strong parental relationships identify which parents may need support
- Offer, for example, help for parents/carers to complete forms or capture their preferences for their child
- Support from our Family Support Co-ordinator to signpost parents to organisations who may be able to help them. Feed information and network of support to those with a CAF or apply for the Think Families programme

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- Dependent on the type and severity of need an individual approach would always be adopted
- If it is a child with a disability we strive to loan specific equipment, attend training or purchase resources to adapt the curriculum specific to their needs
- Liaise with Health Visitors and specialist professionals such as HI and VI as required to support parents with disabilities

3. Making it happen

3A: Management, coordination and implementation

- The Accessibility Plan, whilst remaining a separate plan, will be embedded within the School Development Plan
- Ensure that all staff are aware of children's specific needs and signals that may be used to indicate that action is required
- Develop further our transition arrangements for pupils with specific needs, especially those children with disabilities that do not have a support plan

3B: Making the plan available

- Hard copies of this Accessibility Plan will be available via the school office in the policies file.
- Our Local Offer and SEN Information Report has content on more detail relating to this accessibility plan.

For future reference - According to the recommendation of Disability Rights Commission font size should be no less than 14 point.

Policy revised by: E. Shears - September 2021

Policy due to be adopted by Governors on: November 2021

Signed:.....(Chair of Governors)

Next review date: September 2024 (every 3 years)