



Sandy Lane Nursery and Forest School  
"Nurturing curiosity and inspiring imagination"

# Accessibility Plan 2019 - 2022

## DOCUMENT STATUS

Produced By	Version	Date	Action
Sandy Lane Nursery and Forest School	Draft	January 2013	3-yr Review January 2015
Sandy Lane Nursery and Forest School	1	22.01.15	Approved by school's Premises, H&S Committee
Sandy Lane Nursery and Forest School	1	21.04.15	Approved by school's Curriculum Committee
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## Legislation

Equality Act 2010: Schedule 10, Paragraph 3  
Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005

## Review Frequency

Every three years

## Approval

Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher

## Data Protection

This policy should be read with due regard to the UK Data Protection Act 2018 and the EU General Data Protection Regulation (GDPR) 2018

## ACCESSIBILITY PLAN 2019-2022

### CURRICULUM ACCESS

OBJECTIVE	ACTION	DEADLINE	RESPONSIBILITY	SUCCESS CRITERIA	EVALUATION
To improve provision and broaden learning opportunities in The Lighthouse	<ul style="list-style-type: none"> <li>Audit provision</li> </ul>	December 2019	KM/MA	Provision is appropriately resourced and resources appropriately stored	Some new resources have been purchased; additional resources still needed, e.g. themed with a specific focus. Storage has been organised and labelled.
	<ul style="list-style-type: none"> <li>Develop a bank of adult directed activities which offer a broad range of learning experiences include use of the Omi-Vista</li> </ul>	December 2019	KM/MA	A bank of activities have been developed; The Lighthouse is exploited to its full potential and the children are accessing a variety of learning opportunities over a week.	Adult directed activities need to be planned for yet in relation to resources purchased as above. Omi-Vista training has been completed by all staff and file has been created to support the use of this piece of equipment.
To improve provision and broaden learning opportunities in The Playcourt	<ul style="list-style-type: none"> <li>Audit provision</li> </ul>	March 2020	KM/MA	Provision is appropriately resourced and resources appropriately stored	New resources purchased which has enhanced the experiences that we are planning for the children. Specific daily plans have been discussed but not yet finalised.
	<ul style="list-style-type: none"> <li>Develop a bank of adult directed activities which offer a broad range of learning experiences</li> </ul>	Sept 2020	KM/MA	A bank of activities have been developed; The Playcourt is exploited to its full potential and the children are accessing a variety of learning opportunities over a week.	Playcourt timetable has been adjusted 2018-19 to provide allocated time for all children in nursery.  As above also.

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To improve provision for children with sensory impairment	<ul style="list-style-type: none"> <li>Audit provision for VI and resource accordingly</li> </ul>	April 2019	KM	Provision is appropriately resourced with a variety of VI equipment/resources. Children with VI have increased opportunities to explore learning and their outcomes improve overtime as a result	Switch resources purchased and in use as appropriate with specific children. Staff working towards targets set and guidance given by the teacher for VI. Team discussions ongoing in relation to specific children.
	<ul style="list-style-type: none"> <li>Audit provision for HI and resource accordingly</li> </ul>	April 2019	KM	Provision is appropriately resourced with a variety of HI equipment/resources. Children with HI have increased opportunities to explore learning and their outcomes improve overtime as a result	Only one child with HI; experiences are offered as appropriate to his needs, e.g. time in a quiet, distraction free space as required.
To develop the Sensory Curriculum	<ul style="list-style-type: none"> <li>Key staff/all staff to research and access SENSORY training – possibly OT in-house</li> </ul>	July 2020	KM	Research and training completed. All staff have an at least good understanding of what a Sensory Curriculum should look like and its benefits for sensory seeking children	Training booked to take place in March 2019. This will be provided by Shine Therapy. All SLNFS staff to attend.
	<ul style="list-style-type: none"> <li>Audit provision and develop</li> </ul>	July 2020	KM	Provision has been audited and appropriately resourced. Sensory seeking children are benefitting from the improvements to the sensory curriculum and their outcomes overtime improve	Sensory Circuit taking place daily with all ASD/SCD children being supported to engage. Guidance from OT being followed as provided for specific children.
To develop daily inclusive routines to extend opportunities for all	<ul style="list-style-type: none"> <li>Identify Inclusion Champions from RR, GR and SR</li> </ul>	July 2019	KM/MA	Inclusion champions have been identified. They are working as a team to plan an inclusive approach	G&T champions identified for rooms MA for GR & 2 yr olds Inclusive experiences taking place daily; children from GR

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children to work and play alongside one another					accessing RR both am and pm. Children joining RR during free play and also for specific activities such as cooking, creative experiences, TAC PAC.
	<ul style="list-style-type: none"> <li>Develop a provision timetable which identifies slots for children to mix with their peers in directed activities in GR e.g. family and story times and activities in the playcourt and lighthouse</li> </ul>	July 2019	KM/MA	A provision map for inclusion has been developed and shared with the staff. All children are having overtime many opportunities to work and play alongside their peers	2 inclusion champions have been identified and are putting together a range of activities. At present children from GR access and may lead sessions in RR or SR. Time has been identified for sing and sign sessions to take place in the play court.
	<ul style="list-style-type: none"> <li>Develop specific inclusive adult directed activities</li> </ul>	December 2019	KM/MA	The inclusion champions include at least one adult directed inclusion activity e.g. cooking per week	The 'inclusion champions' are developing a range of inclusive activities. For example term 2.2 will focus on baking and cookery.
	<ul style="list-style-type: none"> <li>SLT to identify, half termly, children with SEND who would benefit from joining their peers in GR and SR for longer periods of time</li> </ul>	December 2019	SLT	Children with SEND have been identified and are accessing GR and SR for significant lengths of time	As appropriate, certain children are accessing mainstream experiences consistently on a daily basis. Feedback is being shared with parents.
To explore and adopt other programmes which support the behaviours of children with SEND to access the curriculum	<p>SCERTS:</p> <ul style="list-style-type: none"> <li>Key staff to research this programme and access training</li> <li>Cascade SCERTS to all SEND staff</li> </ul>	July 2020	KM	All SEND staff have a good understanding of SCERTS and its benefits for children with ASD; children with ASD are benefitting from this approach and their outcomes overtime improve	Not achieved: as currently no training available within traveling distance. SLT to regularly check for training. NS to attend training at Green Lane School which will include information relating to SCERTS.

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	PDA: <ul style="list-style-type: none"> <li>Key staff to research this behaviour profile and access training</li> <li>Cascade techniques to support children with PDA to all SEND staff</li> </ul>	July 2021	KM	All SEND staff have a good understanding of PDA. Children with PFDSA have been identified and staff adopt techniques to support these children. Overtime children with PDA outcomes improve	

### PHYSICAL ACCESS

OBJECTIVE	ACTION	DEADLINE	RESPONSIBILITY	SUCCESS CRITERIA	EVALUATION
To ensure all children with SEND are able to access the Forest School weekly	<ul style="list-style-type: none"> <li>Identify a SEND practitioner to support FS sessions</li> </ul>	September 2019	KM	All children with SEND attending regular FS sessions	TA identified. Children with SEND were joining in with 2 year old FS session and have regular FS experiences in addition. Children based in RR are now accessing the Forest every Friday. Staff are planning a parents' session to take place in Spring, 2019.
	<ul style="list-style-type: none"> <li>Audit Robin Wood and resource and develop activities appropriate for children with SEND</li> </ul>	March 2020	KM	FS is resourced and activities developed appropriate to children with SEND; outcomes for children with SEND improve overtime	
	<ul style="list-style-type: none"> <li>Identify any children with SEND who would benefit from accessing 3-4 year old FS sessions</li> </ul>	March 2020	KM	Children with SEND who would benefit from accessing mainstream FS sessions are doing so and their outcomes improve overtime	Staff take specific children to access mainstream FS sessions as appropriate.
	<ul style="list-style-type: none"> <li>Continue to assess the accessibility of FS according to each cohort of children</li> </ul>	March 2020	KM	FS L3 leader audits accessibility yearly according to the needs of the children	2017-18: no adaptations required

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					2018-19: all children accessing sessions with reasonable adjustments being made.
To improve provision outdoors for children who are less mobile	<ul style="list-style-type: none"> <li>Audit outdoor provision so that the less mobile children can access the outdoors in all weathers and resource appropriately</li> </ul>	July 2020	KM	Outdoor provision audited and improvements made to enable the less mobile children to access outdoor areas in all weathers. As a result these children are spending more quality time outdoors.	Ongoing adjustments being made. General accessibility is good.
To develop gardening opportunities in the fruit and vegetable garden	<ul style="list-style-type: none"> <li>Audit the garden area and plan weekly gardening time to grow fruit and vegetables; explore the produce in a variety of ways including sensory, washing, art activities, exploratory cookery and cooking activities e.g. soup, fruit salad/purees</li> </ul>	July 2019	KM/MA	Specific area in the vegetable identified and developed for children with SEND. Children with SEND accessing vegetable garden as part of a rota. Children exploring produce, cooking and tasting.	Inclusive garden team identified. Each room now has their own identified area within the garden which they can access and explore. A plan of suitable items to grow has been developed and the plan is for children to use the produce grown in their exploratory cookery sessions

## INFORMATION ACCESS

OBJECTIVE	ACTION	DEADLINE	RESPONSIBILITY	SUCCESS CRITERIA	EVALUATION
To improve communication and language development of all children with SEND	<p>PECS:</p> <ul style="list-style-type: none"> <li>Key staff to access PECS training and cascade to other relevant staff</li> <li>PECS communication fobs to be developed for all staff</li> <li>Children identified who would benefit from PECS and an appropriate programme shared with relevant staff and delivered</li> </ul>	July 2019	KM	<p>All SEND staff have a good understanding of PECS, specifically the phases most used in Rainbow.</p> <p>All fobs across the school have been changed to PECS symbols.</p> <p>Overtime children who use PECS demonstrate improved communications</p>	3x staff have been trained and knowledge cascaded to all other SEND staff. PECS software purchased. All visual prompts use appropriate images and not photographs

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	<p>MAKATON:</p> <ul style="list-style-type: none"> <li>Identify RR, SR and GR MAKATON champion; champions identify MAKATON signs needed half termly according to the need of their department and sing and sign songs</li> <li>All staff across the school to use MAKATON as a matter of routine</li> <li>Sing and Sign to be re-launched as a weekly whole school activity. All staff to attend these sessions to embed MAKATON signs</li> </ul>	October 2019	KM/MA	Champions identified; all staff benefitting from attending sing and sign sessions and from requested signs evidenced by all staff using MAKATON signs more regularly and as a matter of routine; an increasing number of children are able to communicate using MAKATON	Sing and Sign relaunched as a whole school activity. Staff attending to increase their knowledge of and use of MAKATON signs. Key staff have been identified to lead and to act as experts when other staff require new signs. Weekly MAKATON signs uploaded to Tapestry.
	<p>On-body:</p> <ul style="list-style-type: none"> <li>SEND staff to access on-body signing training</li> <li>Audit resources</li> </ul>	Jan 2019	KM	All SEND staff have accessed training and demonstrate their competence in using on-body signing in the classroom; children who benefit from on-body signing overtime demonstrate an understanding of this communication method	On-body signing training has been completed by all RR staff; this was provided by Claire Shepherd (SALT). Simple signs are being introduced as appropriate with certain children.
	<p>Objects of Reference:</p> <ul style="list-style-type: none"> <li>Develop object of reference bags for key routines/transitions e.g. toileting, Playcourt, Forest School</li> </ul>	July 2019	KM	Objects of reference bags have been developed for a variety of daily routine events; all SEND staff use this communication method as a matter of routine for relevant children	New object of reference bags have been set up and are in use with appropriate children.
	<p>Visuals:</p> <ul style="list-style-type: none"> <li>All classrooms to have VTs and used with all children who would benefit from this resource</li> </ul>	September 2019	KM	All classrooms have explicit visual timetables using agreed PECS images	All classrooms have VTs in use.



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				All staff use VTs as a matter of routine with all children	
	<ul style="list-style-type: none"> <li>All staff to have updated fobs</li> <li>Spare fobs made for e.g. supply, students</li> </ul>	September 2019	KM	All staff, supply and students to have up to date fobs and to be using them as part of everyday routine; children have improved understanding of e.g. transitions and improved self-regulation	SEND staff have up to date fobs. Look to ensure all staff have up to date fobs and make extra for supply and students
To ensure all parents' needs in terms of communications	<ul style="list-style-type: none"> <li>Be aware of all parents' communication needs and adapt communications accordingly, including EAL needs</li> </ul>	December 2019	SLT	All parents/carers who need alternative communication methods have been catered for and they are able to play a full and active part in school life	Staff are aware of communication needs.  March 2019: New website will include facility to translate. Facility also to include all letters, policies, newsletters which can be automatically translated too.