



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

Accessibility Plan 2019 - 2022

DOCUMENT STATUS

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	1	22.01.15	Approved by school's Premises, H&S Committee
	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

SANDY LANE NURSERY AND FOREST SCHOOL ACCESSIBILITY PLAN 2019-2022

CURRICULUM ACCESS

OBJECTIVE: To improve the achievement of children with SEND and ensure they are able to be involved in all aspects of the outdoor and indoor curriculum				
ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
<ul style="list-style-type: none"> Audit and improve provision and broaden learning opportunities in The Lighthouse Develop a bank of adult directed activities which offer a broad range of learning experiences include use of the Omi-Vista 	Dec 2019	KM/MA	Provision is appropriately resourced and resources appropriately stored 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	JULY 2019: Some new resources have been purchased; additional resources still needed, e.g. themed with a specific focus. Storage has been organised and labelled. 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
<ul style="list-style-type: none"> Audit and improve provision and broaden learning opportunities in The Playcourt Develop a bank of adult directed activities which offer a broad range of learning experiences 	Sept 2020	KM/MA	Provision is appropriately resourced and resources appropriately stored 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	JULY 2019: 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. Playcourt timetable has been adjusted 2018-19 to provide allocated time for all children in nursery
<ul style="list-style-type: none"> Audit and improve provision for children with sensory impairment and resource accordingly 	April 2019	KM	Provision is appropriately resourced with a variety of VI & HI equipment/resources. Children with VI & HI have increased opportunities to explore learning and their outcomes improve overtime as a result	JULY 2019: 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. Only one child with HI; experiences are offered as appropriate to his needs, e.g. time in a quiet, distraction free space as required

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ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
<ul style="list-style-type: none"> Key staff/all staff to research and access SENSORY training – possibly OT in-house Audit provision and develop opportunities for children to access a sensory curriculum Develop a sensory circuit 	July 2020	KM	<p>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 Provision has been audited and appropriately resourced. Sensory seeking children are benefitting from the improvements to the sensory curriculum and their outcomes overtime improve</p>	<p>JULY 2019: Training booked to take place in March 2019. This will be provided by Shine Therapy. All SLNFS staff to attend. Sensory Circuit taking place daily with all ASD/SCD children being supported to engage. Guidance from OT being followed as provided for specific children</p>
<ul style="list-style-type: none"> Develop daily inclusive routines to extend opportunities for all children to work and play alongside one another Identify Inclusion Champions from RR, GR and SR Develop specific inclusive adult directed activities SLT to identify, half termly, children with SEND who would benefit from joining their peers in GR and SR for longer periods of time 	Dec 2019	KM/MA	<p>Inclusion champions have been identified. They are working as a team to plan an inclusive approach 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 The inclusion champions include at least one adult directed inclusion activity e.g. cooking per week Children with SEND have been identified and are accessing GR and SR for significant lengths of time</p>	<p>JULY 2019: G&T champions identified for rooms MA for GR & 2 yr olds Inclusive experiences taking place daily; children from GR accessing RR both am and pm. Children joining RR during free play and also for specific activities such as cooking, creative experiences, TAC PAC. 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. The 'inclusion champions' are developing a range of inclusive activities. For example term 2.2 will focus on baking and cookery. As appropriate, certain children are accessing mainstream experiences consistently on a daily basis. Feedback is being shared with parents</p>

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ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
SCERTS: <ul style="list-style-type: none"> Explore and adopt other programmes which support the behaviours of children with SEND to access the curriculum SCERTS: Key staff to research this programme and access training Cascade SCERTS to all SEND staff 	July 2022	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	JULY 2019: SLT to regularly check for training. NS to attend training at Green Lane School which will include information relating to SCERTS
PDA: <ul style="list-style-type: none"> Key staff to research and access training Cascade techniques to support children with PDA to all SEND staff 	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	JULY 2019: SM attended PDA training. SM to cascade to staff in RR
TEACCH: <ul style="list-style-type: none"> Facilitate the training of SEND staff in TEACCH 	July 2021	KM	All SEND staff are trained to deliver TEACCH sessions (KB TS SM KR 2s?)	

PHYSICAL ACCESS

OBJECTIVE: To improve provision outdoors for children who are less mobile				
ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
General Outdoors <ul style="list-style-type: none"> Audit outdoor provision so that the less mobile children can access the 	July 2019	KM/MA	Outdoor provision audited and improvements made to enable the less mobile children to access	JULY 2019: Inclusive garden team identified. Each room now has their own identified area within the garden which they can access and explore. A plan of

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ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
<p>outdoors in all weathers and resource appropriately</p> <ul style="list-style-type: none"> Develop gardening opportunities in the fruit and vegetable garden 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/purées 			<p>outdoor areas in all weathers. As a result, these children are spending more quality time outdoors. 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</p>	<p>suitable items to grow has been developed and the plan is for children to use the produce grown in their exploratory cookery sessions</p>
<p>Forest school:</p> <ul style="list-style-type: none"> Ensure all children with SEND are able to access the Forest School weekly Identify a SEND practitioner to support FS sessions Audit Robin Wood and resource and develop activities appropriate for children with SEND Identify any children with SEND who would benefit from accessing 3-4 year old FS sessions Continue to assess the accessibility of FS according to each cohort of children 	July 2020	JW/KM	<p>All children with SEND attending regular FS sessions FS is resourced and activities developed appropriate to children with SEND; outcomes for children with SEND improve overtime Children with SEND who would benefit from accessing mainstream FS sessions are doing so and their outcomes improve overtime FS L3 leader audits accessibility yearly according to the needs of the children</p>	<p>JULY 2019: 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. Staff take specific children to access mainstream FS sessions as appropriate. 2017-18: no adaptations required 2018-19: all children accessing sessions with reasonable adjustments being made. Ongoing adjustments being made. General accessibility is good</p>

INFORMATION ACCESS

OBJECTIVE: To improve communication and language development of all children with SEND				
ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
PECS: <ul style="list-style-type: none"> • Key staff to access PECS training and cascade to other relevant staff • PECS communication fobs to be developed for all staff • Children identified who would benefit from PECS and an appropriate programme shared with relevant staff and delivered 	July 2019	KM	All SEND staff have a good understanding of PECS, specifically the phases most used in Rainbow. All fobs across the school have been changed to PECS symbols. Overtime children who use PECS demonstrate improved communications	JULY 2019: 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 KB VW TS to receive in-house training
MAKATON: <ul style="list-style-type: none"> • 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 • All staff across the school to use MAKATON as a matter of routine • Sing and Sign to be re-launched as a weekly whole school activity. All staff to attend these sessions to embed MAKATON signs • All staff to have received basic training 	July 2020	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 All staff trained in basic MAKATON and are competent in its use	JULY 2019: 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. VW EH HM to access basic training 2019/20
On-body: <ul style="list-style-type: none"> • SEND staff to access on-body signing training 	Jan 2019	KM	All SEND staff have accessed training and demonstrate their competence in using on-body	JULY 2019: On-body signing training has been completed by all RR staff; this was provided by

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ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
<ul style="list-style-type: none"> Audit resources 			signing in the classroom; children who benefit from on-body signing overtime demonstrate an understanding of this communication method	Claire Shepherd (SALT). Simple signs are being introduced as appropriate with certain children.
Objects of Reference: <ul style="list-style-type: none"> Develop object of reference bags for key routines/transitions e.g. toileting, Playcourt, Forest School 	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	JULY 2019: New object of reference bags have been set up and are in use with appropriate children.
Visuals: <ul style="list-style-type: none"> All classrooms to have VTs and used with all children who would benefit from this resource All staff to have updated fobs Spare fobs made for e.g. supply, students 	September 2019	KM	All classrooms have explicit visual timetables using agreed PECS images All staff use VTs as a matter of routine with all children 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	JULY 2019: All classrooms have VTs in use. SEND staff have up to date fobs. Look to ensure all staff have up to date fobs and make extra for supply and students
<ul style="list-style-type: none"> Be aware of all parents' communication needs and adapt communications accordingly, including EAL needs 	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	JULY 2019: Staff are aware of communication needs. New website will include facility to translate. Facility also to include all letters, policies, newsletters which can be automatically translated too