



Accessibility Plan 2024

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

The nursery is a single storey building with no steps and some ramps to provide access to areas of different levels. Gates and paths allow wheelchair and pram access and all internal doorways are wide enough for these to access all public parts of the building. The reception hatch includes a low area accessible to wheelchair users. The nursery classrooms are spacious and easily accessible with moveable furniture to allow a range of layouts according to the needs and interests of the children. . 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.

There is a disabled toilet unit including a hydraulic changing table. Outside, the ground levels are mixed, with a steep slope to the rear of the property; the Forest School has uneven and sloping surfaces. There is a disabled parking space available on the staff car park for those who hold a blue badge.

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. 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.

From Summer 2024, WellComm assessments will be undertaken as part of a child's baseline, which will inform the need for interventions. The SEND Toolkit is also used to support assessments.

The Rainbow Room has been set up from Spring 2024 to provide adaptive provision to meet the needs of our most vulnerable children.

Access Audit

Taywood Nursery School 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. The school has internal emergency signage and escape routes are clearly marked. There is a disabled parking space in the car park.

Improvement Required

Priority	Action	Lead/ Timescale	Cost	Success Criteria
To implement the use of the Rainbow Room to provide adaptive provision for children with SEND.	Create a sensory processing environment, which will enable children to have their needs met and therefore in the best position to learn.	Christine Varnavas (Level 3 Practitioner) Spring and Summer 2024	£500	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. It will also support our Early Help Processes, with a room available to support parental engagement e.g. Portage.
Buy in a SENCo to support current SEND provision	Monthly visit from a SENCo who has the qualification and who works with other nursery schools to support best practice. Support the SENCo to improve outcomes	Bought in SENCo Summer 2024 Jennifer Slater SENCo	£250 per day	To support our provision for SEND, to ensure fully inclusive personalised provision.
To implement the role of family support to enhance the early help offer and raise attendance.	Extended Services Co-ordinator to undertake role of family support worker and attendance monitor. Provide early help support	Claire Farr Summer 2024	Reduced teaching timetable	Attendance increases. Effective early help support that has impact

	and complete EHA's/ lead on TAFs.			
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Review Date: March 2025