

Bentilee Nursery school Accessibility 2017-2022

This accessibility plan has been developed to ensure that the needs of all pupils / adults are increasingly considered and outcomes are progressively improved. Its overall aim is therefore to ensure that the plan is in accordance with the Equality Act 2010 Priorities have been identified through data collection, pupil baseline entry data, parent / carer consultation, multi-agency meetings and teacher observations of pupil progress and areas for development.

The plan will be reviewed termly. Jayne Grindey and Nicole Forrest are our school co-ordinators. It will be reviewed annually by governors. The school will ensure staff are provided with appropriate training. It is reviewed annually by governors at our Autumn term full Governors meeting.

<u>Improving Access to the Physical Environment</u>				
<u>Target</u>	<u>Strategy/resources</u>	<u>outcome</u>	<u>time frame</u>	<u>Goal achieved</u>
To develop an outdoor area that can be accessed and is safe for all children. Still allowing parent to access through to bring and collect children	Two year old outdoor play area developed to ensure age appropriate accessible opportunities for learning for all pupils- Decking area, black board, water play, infant traverse trail, number ducks & covered sand pit	Quality provision of static equipment covering physical development, literacy, numeracy and Understanding the world	Sept 2017-July 18-decking and blackboard	Yes
	Risk assessment and update of resources		Sept 18- July 19- water play, infant traverse trail, number ducks & covered sand pit	Yes
To further develop the 3 and 4 yr old outdoor area that can be accessed and is safe for all children	To remove old static game equipment, sand pit, maze seats, balance logs. To have a design to support better use of space for accessibility and quality learning <ul style="list-style-type: none"> - Water play - Large sandpit/stage 	Quality provision of static equipment covering Understanding the world and communication and language – allowing space and challenge for all children, imaginative play with mud kitchen and den making area, investigation of nature and bugs in the	Sept 2017-July 18- <ul style="list-style-type: none"> - Water play - Large sandpit/stage More signs 	Yes

	<ul style="list-style-type: none"> - More signs for learning objectives around outdoor area to support visitor and student understanding - To remove slide, benches and pergola and turn area into an Understanding the World area with floor space and investigation area - Replace foundations of playground around perimeter 	<p>investigation area and an outdoor classroom</p> <p>Safety of edges of playground onto banking/ lower bedding area</p>	<p>July 19-Easter 2020</p> <p>Autumn 2021</p>	<p>On-going</p>
<p>To replace wooden fence dividing the school from the Children's Centre</p>	<p>fencing replaced, made higher and in metal looped design with gate</p>	<p>Fencing in place to ensure safety and access out of area in an emergency that is accessible for all</p> <p>Wicker fencing put on railings between 2yr old and 3 yr old playgrounds (COVID-19 awareness- keeping bubbles separate)</p>	<p>Sept 2017-July 18-</p> <p>Oct 2020</p>	<p>Yes</p> <p>yes</p>

Provide greater information to the school community on the arrangements the school has for children with additional needs	Ensure SEN report clearly states how accessible the school is. Put on new website and update regularly	All people are full aware aware of how to access the building to best suit their needs	Sept 17-On--going to keep up to date	On-going
Improve and maintain access to the physical environment	Keep all pathways in nursery grounds clear- sweeping all leaves debris daily	Equality of access for all whilst maintaining their safety at all times	On-going	On-going
To continue to improve fire evacuation procedures	Have visual fire alarms installed Evacuation assembly point clearly displayed- signage	PEEPS in place but visual fire alarms would enabled hearing impaired to be able to independently evacuate the building Clear assembly point for everyone in school to see	Sept 2021-July 2022 Spring 2020	yes
Make COVID bubbles more secure between 2 and 3 year olds	Willow fencing erected over metal fencing	Bubbles kept secure	July 2020	yes
maths and literacy accessed by children outdoors daily	2 wooden small sheds for resources with padlocks	Children to have access to writing and maths outdoors independently	July 21-Dec 21	On-going
Outdoor nature area to be made more vandal proof	Half termly tidy up and training with ideas to teach more effectively. Puddle suites ordered.	The lower nature area is used at least weekly	Oct 21-July 22	On-going

Make outdoor space more natural investigation play opportunities	<p>Set up musical instrument area with recycled kitchen equipment on a trellis on the wall in 2 and 3 yr old areas</p> <p>Set up water walls by water tray</p> <p>Set up tyres with bark for small world play</p> <p>In 2yr old area-remove sand and replace with top soil in digging raised bed for planting and growing. Make safe lid with tarpaulin.</p>	<p>Daily access to exploring sound and phase one phonics and independently</p> <p>Daily access to exploring</p>	Feb-July 22	On-going

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<u>Increased access to the Curriculum</u>				
<u>Target</u>	<u>Strategy/resources</u>	<u>outcome</u>	<u>time frame</u>	<u>Goal achieved</u>
Ensure pupils with pupils with a specific need can access all resources	Classroom resources refreshed regularly e.g scissors, pencils with correct grips, large books for visually impaired children, sensory resources	Resources in nursery utilised by children where appropriate	On going	
Family Learning / stay and play/workshop opportunities increased to support children's	Opportunities booked in over each half term using own staff and outside agencies	Parents/carers and staff are more informed and can support individual needs	On going	On going

learning at home and school				
Develop more effective transition and induction for children with specific needs to facilitate smooth transition into Primary	Continue to develop links with Maple Court Academy/ Eaton Park Academy across the Spring and Summer term for transition opportunities. Ensure parents of children who will be attending other schools are given the same opportunities	smooth transition into Primary	On going	On going
<u>Target</u>	<u>Strategy/resources</u>	<u>outcome</u>	<u>time frame</u>	<u>Goal achieved</u>
Fund raising to be linked to school and local community needs as well as some charities in the wider world in response to world news reports	Ask parents their views through the Parent Council and newsletters/questionnaires. Ask children at circle times	More local charities are supported	Sept 17-July 18 Sept 18- July 19	Yes On-going
All children to be aware of what the school day is and activities available for their learning	Visual timetable for each key person group Key person groups have consistent approach	All children settle well and know their school day and opportunities for learning 2 yr old room and spaces developed	Sept 17-July 18 Sept 18- July 19	Yes-on going- adapted to needs of changing cohorts On-going
All children's learning styles are accommodated	Increased technology to be introduced into the	Children have access to information and mark	<u>Stage 1</u> Sept 17-July 18-	Yes

<p>through the development of technology- helping parents to work as partners with the school</p> <p>All children have access to learning at home due to COVID-19</p>	<p>school e.g. ipads, whiteboards updated, lit up writing pads, writing software, smaller mouse</p> <p>School Facebook page</p> <p>Develop technology to include blogging, more IT software, developing children's experiences into the wider world</p> <p>Website to have learning videos on by staff members</p> <p>Paper packs delivered half termly for children with resources to support. Pupil premium children a priority for extra resources</p>	<p>making on technology reflecting everyday life at home. Unique child's interests are made more accessible. Termly observations of individual staff lessons are graded as at least good or outstanding</p> <p>Parents are able to message school if no credit on the phone. Parents are able to access some website information more readily</p> <p>Supports home learning and engages children – e.g COVID 19</p>	<p>2 i-pads purchased, lit up writing pads purchased</p> <p><u>Stage 2</u> Sept 18- July 19- 2 i-pads purchased, writing software purchased</p> <p><u>Stage 1</u> Sept 17-July 18- Facebook page set up</p> <p><u>Stage 2</u> Sept 18- July 20 More information on curriculum and half termly events developed</p> <p><u>Stage 1</u> Sept 18- July 19</p> <p>Summer term 2020</p>	<p>On-going</p> <p>Yes</p> <p>yes</p> <p>On-going</p> <p>yes</p>
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Due to COVID- self isolating parents supporting children have access to school activities	Facebook- updated weekly with links to topic. Photographs uploaded. Videos uploaded of staff and children. Home learning packs developed and delivered to the home half termly.	All children not in school are supported with learning at home	March 20-ongoing	yes
Better shelves with limited resources	Shelves with whiteboard. Magnetic side, mirror and stand-alone shelves	Allow children to access sand and water toys, dough and free cutting and sticking independently and tidy up matching photos	June 21-March 22	On-going
To support children's curiosity, questioning skills and language extension	Curiosity cube	Children to see change and nature over time and be able to talk about what they see	Nov 21	On-going

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<u>Improving access to improve the delivery of written information for pupils, parents and staff</u>				
<u>Target</u>	<u>Strategy/resources</u>	<u>outcome</u>	<u>time frame</u>	<u>Goal achieved</u>
Prepare an inclusion data base to record the needs of parents and carers	<ul style="list-style-type: none"> FSW to do 1:1 home visits to gain trust and gather information Home visits/target setting meetings – staff to gather information-meet disabled parents at home 	<p>All parents regardless of needs will have full access to all information</p> <p>School data base ensures all staff are clear about family needs and ensure that they get the information they need in the most supportive way possible</p>	End of Spring term 19 and on-going with each new cohort	On-going according to new cohorts

	<ul style="list-style-type: none"> School records are amended to ensure all information gathered in line with revised EYFS Target setting meetings update information each half term 	<p>School records are amended to ensure all information gathered in line with revised EYFS</p> <p>Target setting meetings update information each term</p>		
Ensure children with visual impairment can access the curriculum	<ul style="list-style-type: none"> Make sure appropriate resources are in the school and used daily e.g big books, larger puzzles, clear photos, visual timetables, now and next cards 	All children can access written and pictorial information in the school as appropriate	On-going	
<u>Target</u>	<u>Strategy/resources</u>	<u>outcome</u>	<u>time frame</u>	<u>Goal achieved</u>
Parents/ carers to be fully aware of all news/ events	<p>School newsletters to be displayed on notice board in entrance and put on website / Facebook quickly.</p> <p>Teacher2parents text messaging service to be in place for all parents/carers</p> <p>School to be aware of dyslexic parents/ carers and ensure coloured paper used for letters</p> <p>All staff to be available to read letters to anyone that needs</p>	All parents regardless of needs will have full access to all information so supporting children's learning is more effective	Meeting needs of current cohort- Sept 17 onwards	<p>Yes</p> <p>On-going according to new cohorts</p>

	<p>support- Key persons'/office manager/Family Support Worker</p> <p>Website gallery expanded</p> <p>text more often e.g what's for lunch</p> <p>expand website to include more information on safeguarding for adults</p>			
<p>Provide greater information to the school community on the arrangements the school has for children with additional needs</p>	<p>Ensure the SEN information report is in the entrance and on the web site for parents</p> <p>Use coffee mornings (with governor and family support worker) and Parent council to feedback to parents</p>		<p>Ongoing- keep updating</p>	<p>In place</p>
<p><u>Target</u></p>	<p><u>Strategy/resources</u></p>	<p><u>outcome</u></p>	<p><u>time frame</u></p>	<p><u>Goal achieved</u></p>
<p>Seek parents views on improving information is used</p>	<p>Parents Council to be asked termly their ideas to update the Accessibility Plan. Use coffee mornings - with governor and family support worker</p>		<p>On going</p>	
<p>To ensure signage to school is clear and parents know where the school is</p>	<p>Signs put on Treehouse Children's Centre building so the school can be seen from the road</p> <p>Signs to be put up on building from car park to school</p>	<p>Parents have more choice of the best child care provision for early years and SEN in the area</p> <p>To ensure signage to school is clear and parents/ visitors know where the school is</p>	<p>Sept 18- July 19</p>	<p>yes</p>

	reception entrance for people to follow			
To further develop the extended services offered by the school to support families.	<ul style="list-style-type: none"> To empower parents to be more engaged in parents as partners, (including helping in school, new parent governors/ co-opted governors/ critical friends) Family Support Worker and teacher support assistant to train in Sparkles and lead sessions locally to raise self esteem Better together- strategy implemented at school To develop further links between Children's Centre, Private, voluntary & independent nursery setting and the school with shared workshops/ referrals Links with Community food bank to support vulnerable families Family Links course refresher to be attended by Family Support worker 	<ul style="list-style-type: none"> More new adults are informing and supporting the school as critical friends to challenge and raise standards Families are supported and served as appropriate, signposted to the correct services. School is more informed of SEN needs and is able to build more effectively on pre admission information Sparkles programmes planned in as staff are trained <ul style="list-style-type: none"> allow team approach to support earlier identification of families needing support and help To develop further links between Children's Centre, Private nurseries and school with shared workshops/ referrals Links with Community food bank to support vulnerable families New paired working of Family Links with St. Maria Goretti and better links made with parents from both schools 	<p>On-going</p> <p>Sept 18-July 20</p> <p>Sept 18- July 20</p>	yes
Improve the delivery of information to pupils, families and visitors with a disability	<ul style="list-style-type: none"> Monitor pupils and family members/ visitors/ student needs, especially on entry. Constant monitoring by Senior management team. 	<ul style="list-style-type: none"> Staff ensure all pupils, family members and visitors are able to understand staff and are empowered to take an active part in 	Sept 18-July 20	

	<p>support homework on Dojo</p> <ul style="list-style-type: none"> • Parents invited into termly stay and plays to see children and discuss ICAN progress sheets with key person • coloured paper used for letters for dyslexic parents • school to review termly parents communication needs and address as needed- Dojo- Sept 21 • Governors to have accessibility plan as a linked governor critical friend meeting at least once a year. 	<p>can use Dojo and send photos confidentially to be used in school and develop better home school links</p>	<p>Sept 21-July 22 Dojo, I CAN sheets, termly stay and plays to see key person</p>	
<p>All parents (including 2 year olds to have full awareness of what school life is like daily for their child) due to COVID-19 restrictions on parents as partners</p>	<ul style="list-style-type: none"> • 3 / 4 year old staff to ring parents termly Sept 20 onwards • 2 yr old staff to ring parents termly • Access school videos on website • This to develop with Messenger on Facebook / Zoom with parents who wish it • Daily contact with parents as staff take 2 yr olds to parents at end of day- awareness of need to ring more often. • Parents can have letters read to them or more in depth knowledge given about certain 	<ul style="list-style-type: none"> • All parents / carers feel confident that their child is getting quality care and that parents as partners in their child's education 	<p>Sept 20-Feb 21</p>	<p>Yes</p> <p>yes</p>

	activities advertised in letter			
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