



Kintore Way Nursery School – Accessibility Plan

At Kintore Way, we are committed to providing equal opportunities for all our children and families, including those with disabilities. We consistently look for ways to increase the accessibility of our setting, in line with the Disability Equality Act [2010], the Southwark Schools' Accessibility Strategy and the Federation's SEN/D policy.

Our primary aims are;

- To improve access to the physical environment of the nursery.
- To maximise access to the Early Years' Foundation Stage curriculum for children with disabilities, making any reasonable adjustments that are necessary to remove barriers to learning.
- To improve the accessibility of written materials for all nursery users with disabilities.

In addition, we take active steps to;

- Develop a whole-school, 'can-do' culture of inclusion in which all nursery users are valued and accepted regardless of any needs they may have, and where negative attitudes towards this are challenged.
- Secure greater involvement of people with special educational needs and/or disabilities in the day to day life of the nursery.
- Increase the confidence of staff in teaching and supporting children with a range of disabilities and/or special educational needs.
- Secure improvements in the attainment and progress of children with special educational needs and/or disabilities.

This is implemented through the Kintore Way Accessibility Plan.

School Audit

41% (currently – likely to rise in January) of the children who currently attend Kintore Way have a special educational need and/or disability. Information about this is held by the SENCo who reports to the Governing Body three times a year. Our admissions' criteria gives priority to children with Education, Health and Care Plans and we work closely with parents and carers, other professionals and the LA to ensure that our transitions into nursery are as smooth and well-matched to each child's individual needs as possible. Reasonable adjustments, such as adaptations to the physical environment, additional staff training and the implementation of a whole communication approach are routinely made to enhance access to the provision, alongside planned actions that are informed by other professionals and tailored to meet the needs of individual children [e.g. standing aids, specialist mealtime plans].

Financial Planning

The financial implications of the school's Accessibility Plan are regularly monitored and reviewed by the Executive Head Teacher, the Senior Leadership Team and the Governing Body, as part of the normal overall budget procedure. Costs are identified and incorporated into the school's financial planning.

Evaluating the Plan

Every year, the Governing Body will review and report on;

- whether planned targets have been/are on track to be met
- the quality of provision that has been developed and the impact that this has had on service users
- the overall progress and attainment made by children with special educational needs and/or disabilities

This plan is available on request from Kintore Way Nursery School and is also accessible on the school's website.

Kintore Way Nursery School's Accessibility Plan 2019-2021

Improve Physical Access				
Objective	Action	What success look like?	Time frame	Evaluation
For children with a range of physical disabilities to have opportunities to be increasingly independent in their self-help skills.	Providing adaptations or aids to bathroom areas that allow children to be more independent during this part of the daily routine. Contact Occupational Therapy services for advice on the most appropriate aids to purchase.	Children will be less reliant on adults to manage their own self-care needs	By March 2024	

Improve Curriculum Access				
Objective	Action	What will success look like?	Time frame	Evaluation
Children with a range of sensory needs are able to access sensory resources in both the inside and outside areas. To support sensory seeking behaviours as well as	Extend calming, sensory spaces into the outside areas. Research natural resources that offer sensory experiences such as smells, lights, colours, textures	Children are beginning to understand their emotions, are supported to self-regulate and given the communication	By July 2023.	

aiding self-regulation within a safe environment and thereby maximising individual learning potential	that can be used to promote calmness as well as offer spaces to children for times of relaxation. Research sensory circuits and resources that can be used to encourage children with sensory processing difficulties opportunities to calm and be ready to explore and access their learning environment.	tools to express and label their feelings. Children are in a calm state and ready to engage in both independent and adult led learning.		
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Improve accessibility of a range of communication systems, including written communication, at every level				
Objective	Action	What success will look like?	Time frame	Evaluation
Children to have access to a variety of communication systems that allow them to express their needs to others in a variety of ways that can be universally understood. This includes written communication, e.g. use of symbols.	<p>All classroom staff to be supported and given a mentor/link adult that can offer advice and help identify children that have difficulties communicating their needs to others.</p> <p>All classroom adults to have training on how to implement appropriate stages of communication strategies.</p> <p>Each of the SEND TA's lead on an area of communication and liaise with class teachers and key adults to ensure all children that have been identified have access to an appropriate system. E.g. <i>Objects of reference – Photographs – Symbols – PECS – Makaton – Now & Next- Visual timetables – intensive interaction & People games.</i></p>	<p>All adults are consistently using alternative communication systems</p> <p>All Children are successfully communicating their needs to other s using an appropriate communication system</p>	October 2024	