



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

21% (Currently – will 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 will look like?	Time frame	Evaluation
Children with a range of sensory needs are able to self-regulate appropriately, thereby maximising individual learning potential.	Submit a funding application to the LA Design and install the new sensory room which will be larger and more accessible.	Children's sensory needs will be met, enabling them to feel calmer and ready for learning. This is reflected in progress and attainment data.	Summer Term 2020.	Sensory Room installed Summer 2020 and used throughout the school day by groups of children.

Improve Curriculum Access				
Objective	Action	What success will look like?	Time frame	Evaluation
The emotional health and wellbeing of every child is the best it can be. Staff know children with emotional and behavioural needs very well and understand how to coach them to manage these effectively.	Develop a policy that supports the emotional health and wellbeing of all children, working collectively across the nursery schools. Submit a joint SENDIF application for children with PSED needs to get funding for a 'calming	Children begin to understand and recognise their emotional needs, using the calming corner appropriately. Children are	By July 2020.	Calm sensory Zone has been set up in classrooms with sensory resources. SENDIF funding used.

	space' that can be accessed on an 'as needed' basis.	settled and happy at school. This is particularly reflected in progress and attainment in PSED.		
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Improve the Delivery of Written Information				
Objective	Action	What will success look like?	Time frame	Evaluation
Signage is as visual as possible and can be correctly interpreted and understood by centre users. Alternative formats are introduced [visual impairment]	All new and existing signage is updated to incorporate a visual cue wherever possible. Alternative formats for centre users with visual impairments are explored and commissioned [consult VI team and local Special Schools for advice.]	All School users will be able to access written materials in the nursery setting.	July 2022	Communication in print signage is used across the School