

Nursery School's Accessibility Plan 2025 - 2028

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.
- 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.

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.

Context

Physical Environment

The school playground for 3-5's is in a poor condition and needs replacing however the costs to do this is high.

Kintore Way has observed that for many children with SEND and disabilities feel more at ease and enjoy being in the garden playground.

Our intention is to develop outdoor play areas so that the curriculum is more effectively accessed by SEND children and children with disabilities.

Many of our SEND children and families live in overcrowded homes. SEND needs and disabilities can make it more challenging for parents/carers to access public outdoor spaces regularly. Children can have high quality time in our regular time in our large outdoor space.

SEND children and children with disabilities need a wide range of movement and play opportunities in the outside. Such opportunities develop gross and fine motor skills cognitive and problem-solving skills. Good health and strong co-ordination are developed in the outdoor class.

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.

Physical Environment – Improving Physical Access				
Objective	Action	What will success look like?	Time frame	Evaluation
Ensure that all aspects of the Kintore Way Nursery Playground development are fully accessible and inclusive, providing safe, engaging, and equitable play opportunities for children with Special Educational Needs and Disabilities (SEND) and those with physical disabilities.	SLT to explore how a new playground will include all the elements of playground development that ensures access to all areas of play to children with disabilities and SEND. Quotes obtained and the design brief provided demonstrated the need for an inclusive play area. Fundraising strategy developed and implemented with big events and ‘Quick wins’ contact companies who are building in the local area. Liaise with ward councillors	Playground design meets BS EN 1176 (playground equipment safety) and BS 8300 (design of buildings and their approaches to meet the needs of disabled people). All pathways and surfaces comply with minimum width and gradient requirements for wheelchair access. Play equipment is designed for inclusive use, including wheelchair-accessible play structures	Quotes obtained Spring and Summer 2026 Fundraising for playground/Crowdfunding Fundraising activities take place- Easy Fundraising promoted. Explore Grant opportunities	

	Grants researched and applied for that meet criteria	and sensory play features. include sensory play area Accessible Surfacing uses impact-absorbing, slip-resistant surfacing that meets critical fall height standards and is suitable for mobility aids.		
Ensure that climbing areas, mud kitchen, and growing areas are designed to provide inclusive opportunities which children with disabilities or SEND have easy, comfortable access.	Elements will include materials used – heights of play fixtures, and markings and colours that support access.	Provide graduated climbing challenges (low-level options) to ensure participation for varying ability levels. Mud Kitchen Install adjustable-height work surfaces or dual-level stations for wheelchair users and children of different heights.		

Curriculum Access				
Objective	Action	What will success look like?	Time frame	Evaluation
Ensure children with speech and language needs are identified early, referrals made and strengthen partnership between therapy in clinic, classroom practice and support at home.	Ensure all Kintore Way Staff are confident in identifying language delay/disorders. Staff are trained to use the Wellcomm Speech and Language Screener. Christine to support staff who feel less confident. Arrange for Commissioned Speech and Language Therapy to share Speech and Language Therapy targets and the names of children's Speech and Language Therapy with staff at Kintore Way. Parent conference days share targets home and school	Children's language skills are screened and assessed and necessary referrals are made in timely fashion. Children's speech and language needs are supported at home and school through a consistent approach	December 2025 Children in Rainforest and Under 3's screened. Spring 2026 : Teachers/ EYE's analyse results of screening and are able develop targets that will inform our planning. Speech and language referrals are made Spring term 2026 Children new to Kintore Way Jan 2026 screened by mid-February. referrals made for children identified as	

			having speech and language needs. Sept -Dec 2026 all staff able to screen children Targeted children screened twice a year	
Ensure that parents are informed and supported to understand their child's language development, including identifying potential delays, so that timely referrals to Speech and Language Therapy (SALT) can be made when needed.	Language targets are created by staff for the screened children and shared with parents in home learning opportunities. Once children attend SALT the SALT targets are developed in the classroom.	Information obtained from the screening/assessment of children's language skills is analysed and consistently informs our planning so that children make accelerated progress in their language development.	Parent conference March and June	

Ensure teachers and key people engage with parents to discuss gaps in children's language development and provide targeted home learning strategies, supporting children to make good progress in communication and language skills.	Parent meeting and workshops take place as well as regular feedback and incidental conversations	in supporting their children to make progress with their language development.	Parent conference	
Develop outdoor play areas to ensure that the curriculum is more effectively accessed by children with SEND and disabilities, providing high-quality opportunities for movement, play, and exploration that support gross and fine motor skills, cognitive development, problem-solving, and overall health and coordination. Ensure children with SEN/D have access to the outside	Develop the playground areas so that it can be set up to deliver our curriculum to children with SEND and disabilities. SEND children to easily access resources that will involve them in activities that support them to build strength and co-ordination. SEND children and children with disabilities to be able to access materials and resources that support them to develop skills such as throwing, kicking balls rolling, crawling, climbing.	Children with SEND will make progress in all ares of the curriculum best especially through the Prime Areas. We will observe that children with SEND will have developed self-regulation skills and able to better co-operating in play with adults and peers. We will see that language skills will have developed through 'real life' experiences. We will see all children with SEND and children with	Access success criteria in July 2026.	

areas regularly during the session The outdoor curriculum provides opportunities for children with SEN/D to develop fine and gross motor skills. Develop and provide resources that enable SEND children and children with disabilities to engage in sensory integration activities through play in the mud kitchen, sand and water areas, and planting and growing areas.	Develop opportunities for SEND children and children with disabilities to access high-quality fun Mark Making and building opportunities. Water play and sand play set up in a range of ways to enable children with SEND to engage in sensory play. Mud play provided in a safe and fun way. Deputy head to lead training on Purposeful Physical Play in the early years share ideas from Dr Len Almond	disabilities moving more confidently and independently accessing all areas of playground and of curriculum. We will observe children with SEND and disabilities playing social games such as 'Hide and Seek' and What's the Time Mr Wolf. We will see children in the cohort of playing co-operatively and fairly. We will see children begin to sense the excitement and joy of interacting playing with others developed in outdoor games. We will see SEND and children with disabilities children make progress in gross and fine motor skills.		
Regular group activities are planned and delivered which use sensory stories and songs to support the engagement, communication, and language	Cherry Garden Pack of resources shared with staff Resources purchased Activities developed and implemented	Deliver at least 2 sensory story or song sessions per week for SEND groups. Ensure stories and songs incorporate multi-sensory	Spring 2026 Trial use of resources Autumn 2026 staff meeting – sharing best practice	

development of children with SEND.		elements (visuals, tactile props, sounds) to meet diverse needs.	Spring 2027 create own bank of ideas	
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Information Access				
Objective	Action	What will success look like?	Time frame	Evaluation
Documents: Policies, newsletters, and forms are accessible for users and are available on the website in PDF form. Key information is shared in a range of ways to increase access to information. Information is shared via parent mail, website and displayed in with hard copies available (on display in the office) with clear headings and plain language used. Language Options: translations for key information (admissions, curriculum, safeguarding) in the most common languages spoken by families are created where possible. Print displayed is in large font and A3 size is used where possible. Avoid the use of abbreviations for parent (particularly in the Educational Health Care Needs Assessment Paperwork.	Statutory policies are shared with parents via parent mail and website for, newsletters and forms, documents have clear headings and plain language. Office staff to liaise with staff in the Federation who can support translations for key information (admissions, curriculum, safeguarding) in the most common languages spoken by families. SLT to explore the use of AI	Policies, newsletters and forms are available in PDF and text formats, with clear headings and plain language Translations have been created for key information (admissions, curriculum, safeguarding) in the most common languages spoken by families Bilingual / multilingual staff or parents / carers	Review end of 2026 Parent survey end of Spring Term – after Parent Conference.	

	to support with transactions Bilingual / multilingual staff or parents/carers to proof- read the translated documents to check the translations are correct.	have proof-read the translated documents and the correctly translated documents are added to the school website.		
Support parents with SEND or disabilities, and parents/carers of children with SEND or disabilities, to understand the Kintore Way curriculum and feel confident in helping their children learn at home. Develop accessible communication and engagement opportunities through conferences, one-to-one meetings, workshops, and online resources.	Register of children and/or parents with SEND and disabilities to be kept. Information gathered from this register will inform SLT's planning on opportunities to communicate and develop support.	A short survey designed to ascertain parents' confidence in support in their child's learning needs will support Kintore Way to know how successful we are in supporting SEND families as will any information ascertained in conversations.		

Reasonable adjustments				
Objective	Action	What will success look like?	Time frame	Evaluation
Ensure the Graduated Approach is used to create SMART targets for children's Individual Support Plans (ISP's) that are linked to the advice from professionals e.g. Speech and Language Therapy, Educational Psychologist, Autism Support Team, Occupational Therapist Children with good attendance achieve at least 80% of their SMART targets every term	Training by Local Authority for creating SMART targets Training by Local Authority for Early Years Educators and Teachers on how to use SMART targets to complete ISP's	Psychologist, Autism Support Team, Occupational Therapist have clearly been incorporated into children's SMART targets EYE's and Teachers complete training for creating SMART targets by Local Authority	Individual support plans in place Autumn 2026	

		EYE's and Teachers complete training on ISP's by Local Authority		
Children with SEND are supported to become toilet trained during their time at Kintore Way.	The knowledge gained by staff during Inset session by the Occupational Therapist will be used so that SEND children and children with disabilities have the opportunity to become toilet trained as soon as they are ready. The 42 steps as outlined by Occupational therapy will be followed so that the skills needed to become a toilet trained child are being developed as part of our curriculum Parents and carers of SEND children that need to be toilet trained will have regular conversations with their child's Key Person regarding how toilet training is developing at home and at nursery.	Research indicates that delaying starting toilet training for SEND children or children with can have detrimental effects on bowel health. Starting toilet training SEND and children with children while nursery has been shown to have a positive impact on children's health, confidence and on easing family routines and the family budget. Children will make good progress toward being toilet trained.	July 2026 Kintore Way will review how this support has helped children to become toilet trained during the year.	

		Families will have developed skills in how to toilet train and will have felt supported in the important task of toilet training their child.		
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