



The Grove Nursery School – Accessibility Plan

At the Grove, 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 Grove's Accessibility Plan.

School Audit

28% of the children who currently attend the Grove 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 the Grove Nursery School and is also accessible on the school's website.

The Grove Nursery School's Accessibility Plan 2019-2021

| Improve Physical Access | | | | |
|--|---|--|---------------|------------|
| Objective | Action | What will success look like? | Time frame | Evaluation |
| Children with a range of physical needs are able to manage their self-help needs with increasing independence. | Explore options for adaptations in nursery bathrooms and install as appropriate. Seek advice from occupational therapy. | Children with physical needs will be less reliant on adults to help them meet their self-care needs. | By March 2024 | |

| Improve Curriculum Access | | | | |
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| Objective | Action | What will success look like? | Time frame | Evaluation |
| Children with oral sensory needs are provided with regular opportunities for safe exploratory play. | Provide regular opportunities for a range for safe oral sensory play. | Children begin to develop an awareness of their oral sensory preferences and understand safe ways to meet them | By July 2023. | |

| Improve signage to support visual impairment | | | | |
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| Objective | Action | What success will look like? | Time frame | Evaluation |
| The school is accessible and safe for those with visual impairments, both inside and out. | Seek advice and implement to enhance the provision for children/adults with visual impairments. | Children/adults with visual impairments will be able to navigate the indoor/outdoor learning environments with increased ease and confidence. | October 2024 | |