



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 sensory needs are able to self-regulate appropriately, thereby maximising individual learning potential.	Design and install the indoor soft play area, ambient lighting and sensory circuit provision for daily use.	Children's sensory needs will be met, enabling them to feel calmer and ready for learning. This is reflected in progress and attainment data.	By March 2020.	<i>Soft Play area designed and installed: Summer 2020. This is used daily by Moon Class and regularly by the nursery. It forms an important part of our therapeutic interventions for Moon Class and nursery children who display high levels of sensory need [including proprioceptive and vestibular needs] by providing them with a safe space to move in different ways and begin to manage these appropriately. This in turn impacts positively on their 'learning to learn' skills. Observations show that the children return to the classroom calmer and that they really enjoy visiting the space. The progress they make is reflected in their Annual Reviews, through conversations with parents and carers and through individualised targets being met and in some cases, exceeded.</i>

			<p><i>A range of sensory equipment was purchased and used within the sensory room and in the Two Year Old provision. This has proved very soothing for the younger children, particularly as part of their nap time routine. However, this equipment has a relatively short shelf life and regularly needs to be repaired or replaced.</i></p> <p><i>Sensory circuits were introduced prior to the lockdown but them ceased when this happened, due to necessary restrictions that were operating in the nursery at this time.. We located this intervention in the dinner hall but this involved a lot of extra work in terms of moving furniture so it has become part of a package of interventions that is delivered in Moon Class itself.</i></p>
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Improve Curriculum Access				
Objective	Action	What will success 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.	<p>Develop a policy that supports the emotional health and wellbeing of all children, working collectively across the nursery schools.</p> <p>Introduce a 'calming corner' that can be accessed on an 'as needed' basis.</p>	Children begin to understand and recognise their emotional needs, using the calming corner appropriately. Children are settled and happy at school. This is particularly reflected in progress and attainment in PSED.	By July 2020.	<p><i>Despite the coronavirus restrictions, staff have continued to develop their knowledge and understanding in relation to children's emotional wellbeing and resilience, through the following;</i></p> <ul style="list-style-type: none"> - <i>all staff undertook ACES training</i> - <i>all staff undertook INSET with Dr Janet Rose</i> - <i>new behaviour policy</i> - <i>implementation of staff working agreement/Code of Conduct</i> - <i>IMHARS project</i>

				<i>Adults are well-equipped to understand the emotional needs of the children and support them to feel calm and content at school in order to be able to focus on their learning.</i>
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Improve the Delivery of Written Information				
Objective	Action	What success will 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 centre users will be able to access written materials in the nursery setting.	July 2021	<i>Communicate In Print signs are visible throughout the nursery and staff use visual cues extensively to support children's communication and understanding. This has been a focus of the Communication-Friendly Award [Foundation – achieved, Enhanced – working towards] that the school is undertaking. However, more needs to be done to meet the needs of centre users with visual impairments.</i>