



The Grove Nursery School – Accessibility Plan 2025-2027

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], 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 Grove's 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.

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
- Changes and adaptations to the building or grounds that have been made in relation to the Accessibility plan

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 2025-2027

Physical Environment				
Objective	Action	What will success look like?	Time frame	Evaluation
To develop outdoor play areas; the allotment area, mud kitchens and Moon garden to be accessible for children with physical disabilities	<p>Apply for Grant for replacing the current mud kitchen.</p> <p>Get quotes for design and ensure materials used do not create a barrier</p> <p>Arrange for the surfaces in the Mud Kitchen to be of different heights if budget allows to have a bespoke kitchen built alternatively buy Mud Kitchens from TTS /Cosy for different age groups and use alongside re-cycled materials.</p> <p>Arrange to remove invasive Bamboo in Moon Garden (Possible tendering process)</p> <p>Arrange to lay down a surface in Moon Garden that is suitable for children who are still cruising / shuffling (non-mobile children)</p>	<p>Grant has been applied for</p> <p>Materials used do not create a barrier</p> <p>Surfaces in Mud Kitchen are of different heights</p> <p>Bamboo is removed</p> <p>An appropriate surface is added to the Moon Room garden</p>	By the end of August 2027	

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 and classroom practice	<p>Arrange WellComm training for staff at The Grove</p> <p>Arrange to trial the screening toolkit as a pilot</p>	<p>Staff at The Grove have completed WellComm training</p> <p>The Grove completes its trial of the WellComm screening toolkit</p>	<p>By August 2026- training attended</p> <p>Sept 2026 – Begin to screen children</p>	

	<p>Arrange for staff training - Commissioned Speech and Language Therapy</p> <p>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 The Grove</p> <p>Staff incorporate children's Speech and Language Therapy targets into the planning e.g. ISP's</p> <p>Shereen, Sarah and Claire to attend training on Speech and Language Therapy referrals</p> <p>Shereen to lead staff training on completing Speech and Language Therapy referrals at The Grove</p>	<p>Commissioned Speech and Language Therapy has trained staff at The Grove on strategies for Speech and Language Therapy targets</p> <p>Commissioned Speech and Language Therapy shares Speech and Language Therapy targets and the names of children's Speech and Language Therapy with staff at The Grove.</p> <p>All children with Speech and Language Therapy targets have their targets incorporated into the planning e.g. ISP targets</p> <p>Shereen, Sarah, Claire and EYE's have completed and sent Speech and Language Therapy referral forms for all of the children who need them (where consent has been obtained)</p>	<p>Dec 2026 Referrals made by Key People</p> <p>March 2027- develop learning from following year</p> <p>Sept 2028 light touch Speech and Language Therapy support</p>	
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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	Statutory policies are shared with parents via parent mail and website for , newsletters and forms, documents have clear headings and plain language.	<p>Policies, newsletters and forms are available in PDF and text formats, with clear headings and plain language</p> <p>Translations have been created for key information (admissions, curriculum,</p>	<p>Policies</p> <p>Spring – Summer 2026</p>	

<p>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</p> <p>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</p>	<p>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 to support with transactions</p> <p>Bilingual / multilingual staff or parents/carers to proof-read the translated documents to check the translations are correct</p>	<p>safeguarding) in the most common languages spoken by families</p> <p>Bilingual / multilingual staff or parents / carers have proof-read the translated documents and the correctly translated documents are added to the school website</p>	<p>All documents are shared with Froots Media to upload on website – Spring – summer 2026</p> <p>Parent hand book updated Summer 2026</p> <p>Translated parent handbook Autumn 2026 Other documents Autumn 2027</p>	
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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	Training by Local Authority for creating SMART targets	<p>Children with good attendance achieve at least 80% of the SMART targets within their ISP's per term</p> <p>Targets / Recommendations from professionals e.g. Speech and Language Therapy, Educational</p>	Training Summer and Autumn 2026	

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 Early Years Educators s 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 EYE's and Teachers complete training on ISP's by Local Authority	Individual support plans in place Autumn 2026 Further training Spring 2027	
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