



Accessibility Plan

Aims:

To ensure inclusive access to the EYFS curriculum for children with SEND, with adaptive provision to ensure individual needs are met.

Current Good Practice

Physical Environment

The nursery is a single storey building with no steps and some ramps to provide access to areas of different levels. Gates and paths allow wheelchair and pram access and all internal doorways are wide enough for these to access all public parts of the building. The reception hatch includes a low area accessible to wheelchair users. The nursery classrooms are spacious and easily accessible with moveable furniture to allow a range of layouts according to the needs and interests of the children. The interactive computer board is fixed to the wall at child height. Continuous provision is organised, labelled and within easy reach of all children in all areas.

There is a disabled toilet accessible from all rooms. Outside, the ground levels are mixed, with a steep slope to the rear of the property; the Nature Club area has uneven and sloping surfaces. There is a disabled parking space available on the staff car park for those who hold a blue badge.

Curriculum

Every child is valued as a unique individual. Planning is based on individual need and interest. This ensures that all needs are met and resources are used creatively to ensure they are fully accessible and support/stimulate learning according to individual need.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. We use Makaton to support children and display signs and pictures to support staff when communicating. Referrals to speech and language are made for children requiring professional speech and language therapy

support. Adjustments are made for visually and/or hearing impaired children on a need basis.

WellComm assessments will be undertaken as part of a child's baseline, which will inform the need for interventions. The SEND Toolkit is also used to support assessments.

Access Audit

Taywood Nursery School is a one storey building floor. Doorways are wide and the outdoor area is accessible to all. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The reception hatch also has a loop system fitted to support hearing aid users. There are disabled toilet facilities available. The school has internal emergency signage and escape routes are clearly marked. There is a disabled parking space in the car park.

Improvement Required

For last academic year					
Priority	Action	Lead/ Timescale	Cost	Success Criteria	2025 Evaluation
To implement the use of the Rainbow Room to provide adaptive provision for children with SEND.	Create a sensory processing environment, which will enable children to have their needs met and therefore in the best position to learn.	Christine Varnavas (Level 3 Practitioner) Spring and Summer 2024	£500	SEND children will have a place that will support their sensory needs and maintain emotional regulation. It will enable Intervention and TLP work to be carried out in a quieter area. It will also support our Early Help Processes, with a room available to support parental engagement e.g. Portage.	The provision was used to support the most high needs SEND children, which allowed for 1:1 sessions to take place in a quiet space. However, we know that special school places are limited and children need to be prepared for mainstream provision as much as possible. This will feed into our 2025-2026 plan.
Buy in a SENCo to support current SEND provision	Monthly visit from a SENCo who has the qualification and who	Bought in SENCo Summer 2024	£250 per day	To support our provision for SEND, to ensure fully inclusive	X 2 monthly visits and support offered when needed as additional.

	works with other nursery schools to support best practice. Support the SENCo to improve outcomes	Jennifer Slater SENCo		personalised provision.	Children are better supported, staff are given up to date knowledge and parents have a SEND contact.
To implement the role of family support to enhance the early help offer and raise attendance.	Extended Services Co-ordinator to undertake role of family support worker and attendance monitor. Provide early help support and complete EHA's/ lead on TAFs.	Claire Farr Summer 2024	Reduced teaching timetable	Attendance increases. Effective early help support that has impact	Attendance is monitored and early help is offered to families below 80% attendance. A support first approach is effective. Repeated poor attendance has decreased, however, not all children meet the target of 95% attendance.

Review Date: September 2025

Improvements Required

2025-2026				
Priority	Action	Lead/ Timescale Cost	Success Criteria	2026 Evaluation
Raise awareness of strategies to support PSED development for children who are SEND support or on the watch list	<p>PSED training for Subject Champion (EEF)</p> <p>PSED INSET training for all staff</p> <p>Parental support for identified children</p> <p>PSED interventions for identified children from pupil progress meetings</p>	<p>Training by Spring term</p> <p>Mrs Farr and Miss Crossley as Champion Leads</p> <p>Termly pupil progress identifies children</p>	<p>Staff use strategies to support PSED daily</p> <p>Children have improved PSED awareness</p> <p>Termly interventions meet the needs of identified children and parents support strategies at home</p>	
The most high needs children	Early identification of	SENCO liaises with ST and	High needs children can access	

can access the mainstream provision	<p>SEND children and referrals for support from other professionals is timely.</p> <p>Funding is used to employ SEND support</p> <p>Specialist Teacher support is implemented consistently by all staff</p>	<p>other professionals (bought in services)</p> <p>Cost of full-time SEND support staff</p>	<p>provision and are as best prepared as possible for mainstream primary provision</p>	
Parents are well informed and can support communication and language at home	<p>Wellcomm assessments take place within the first 4 weeks (baselines)</p> <p>Speech and language lead contacts parents with support</p> <p>Parent Wellcomm sessions in nursery</p>	<p>Mrs Keir-communication and language support</p> <p>Reviewed termly after Wellcomm assessments</p>	<p>Parents know the strategies used to develop communication and language skills</p> <p>Parents have contact for speech and language in nursery</p>	

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