

Disability Access Plan 2023-24

Introduction

This plan addresses our specific duties under the Equality Duty. We have identified objectives by listening to our children, parents and staff and by looking at the school's progress and attainment data.

The plan outlines the proposals of the Governing Board to increase access to Early Years education for children with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which children with disabilities can participate in the curriculum.
2. Improving the environment in the school to increase the extent to which children and parents with disabilities can take advantage of education and associated services.
3. Improving information delivery to children and parents with disabilities.

The Governing Board also recognises its responsibility towards employees with disabilities and will:

- Monitor recruitment procedures in line with Bolton Council policies to ensure that persons with disabilities are given equal opportunities.
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively, without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with parents, employees, Governors and external partners.

Additional funding, including, for example, Disability Access Fund, Early Years Inclusion Fund and Early Years Pupil Premium Grant will be used effectively within the plan as appropriate.

Plan

Area 1: To develop and improve access to the curriculum for children with a disability				
Targets	Strategies	Led by	Timescale	Monitoring
To liaise with parents and other childcare settings to review potential new intake.	Parents are invited into nursery to visit and staff begin to gather information from parents regarding their child & his/her needs. Information is gathered from any previous settings. High Needs Base staff carry-out doorstep visits to gather information. High Needs Base staff visit children at previous setting to gather information.	SENCO High Needs Base Staff Key Persons	Termly	Staff supervision. HT's Report to Governors.
To enable staff to access to professional learning and development to enable them to meet the needs of specific children.	High Needs Base staff complete Staff Skills Survey annually. Professional development is discussed at supervision and opportunities shared with staff. Staff attend LA SEND training events as appropriate	HT	Termly	Staff supervision. Training Matrix. HT's Report to Governors.
To liaise with outside agencies for children with on-going health needs e.g., severe asthma, epilepsy or mobility issues.	Induction procedures gather information from parents regarding medical needs. Staff read children's admission	SENCO Nursery Staff	At each induction	Care Plans. HT's Report to Governors.

	forms and identify any medical needs. The school collaborates with identified agencies to ensure that children's medical needs are met. Staff member in each room is responsible for co-ordinating children's medical needs and ensuring long-term medication is checked monthly.	Room Leaders First Aiders	Monthly	
To monitor and review progress and attainment of children with SEND.	Targeted plans and Early Help Assessments are reviewed regularly by Key Persons and SENCO. Children with SEND are identified and discussed in Pupil Progress meetings as well as at team meetings. The Developmental Journal/ SEND tracker is used to evidence small steps of progress made by identified children.	Key Person SENCO HT Key Person	Termly Termly Termly	Pupil Progress meetings. Assessment Data. HT's Report to Governors.

Area 2: To improve the physical environment of the school to increase the extent to which children and parents with a disability can take advantage of education and associated services.

Targets	Strategies	Led by	Timescale	Monitoring
To review the suitability of the	Intakes are reviewed to ensure	HT	Termly	Learning Walk –

school building for children and adults with SEND.	that children and parents with physical needs are able to access the setting. The school liaises with Occupational Therapy to ensure that children have the necessary equipment or support in place to meet their needs	SENCO High Needs Base Room Leader	Termly	SENCO & SEND Governor. HT's report to Governors.
To ensure that the learning environments are appropriately calming and conducive to engagement and focus for all children.	Learning environments, with specific reference to children with SEND, are monitored and reviewed. Learning Walks to review the learning environments with specific reference to children with SEND are carried out. Neutral colours and natural materials are used in order to avoid over stimulation. Use is made of calm spaces and small areas within the nursery to promote self-regulation.	SENCO SEND Governor SENCO All Staff All Staff	Ongoing Annually Ongoing Ongoing	Learning Walk – SENCO & SEND Governor. HT's Report to Governors.

Area 3: To improve the provision of information in a range of formats for disabled children/parents				
Targets	Strategies	Led by	Timescale	Monitoring
To ensure that children and parents are able to access the	Review induction procedures to ensure that school is aware	HT	Annually	HT's Report to Governors.

information they need in an appropriate format.	of any disabilities. Review and make necessary amendments to current resources.			
To implement a 'Total Communication' environment.	Staff are trained in augmentative communication strategies including Sign-along, use of visual aids, PODD books, communication boards, PECS. The nursery environment reflects the use of augmentative communication strategies and they are in use as part of the curriculum on a daily basis.	HT All staff	Ongoing Ongoing	Training Matrix. Learning Walk – SENCO & SEND Governor. HT's Report to Governors.

Grosvenor Nursery School and Day Care June 2022

To be reviewed June 2024