



**Accessibility Plan  
DISABILITY EQUALITY SCHEME  
And  
ACCESSIBILITY PLAN  
September 2023 - July 2026**

**(This Accessibility Plan covers a three-year period. The plan will be updated annually)**

**Introduction**

This scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of nursery life. Gracelands Nursery School is committed to its responsibilities under the Disability Equality Duty to:

- Promote equality of opportunity between disabled and non-disabled people.
- Eliminate discrimination that is unlawful under the Equality Act 2010.
- Eliminate harassment of disabled persons that is related to their differences.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

## **Disability, Equality and Accessibility Values**

At Gracelands Nursery School:

- Our school vision is to create a stimulating, healthy, happy secure and inclusive environment, which will promote the independent learning process for all.
- We are committed to ensuring equality of education and opportunity for all children including those with a disability, staff and all those receiving services from the nursery.
- We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in nursery life.
- Our admissions policy is fully inclusive.
- The progress and attainment of all children is monitored. The findings from our data and observations are used to highlight where adjustments to the nursery environment may be necessary to ensure access for all children.
- We do not tolerate bullying or harassment of any child, including those with disabilities.
- We follow the policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Partnership (BSCP) which includes the government's PREVENT Strategy. These form our framework for promoting British values; democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faith and beliefs.
- Our staff are well trained.

## **Meeting the Diverse Needs of the Community**

During the academic year 2022-2023, there are a range of additional needs within the Nursery population.

These include:

- Speech & language differences
- Cognition & Learning differences
- Emotional & Behavioural differences
- A range of medical needs and conditions
- Autistic Spectrum Condition
- Significant physical needs
- Hearing Impairment
- We have some parents this year who have declared a disability (mental health, medical needs)

## **What we do to consult with staff, and other professionals and how are we developing this?**

- At staff induction, new members of staff are invited to identify any additional needs they may have.
- All staff have supervision termly, where they can identify and discuss any barriers that may affect them and children.
- A designated 'mental health first aider' is available to support emotional difficulties.

- We are working closely with the Educational Psychology Service (EP) to develop a supportive practice for children with ACEs (Adverse Childhood Experiences). Most staff are trained in TIAAS (Trauma Informed Attachment Aware Schools).
- We work closely with the Communication & Autism Team (CAT), using the AET Competency and Progression frameworks to further develop skills and knowledge to support children with communication and interaction differences.
- We work closely with PDSS (Physical Disabilities School Service) to ensure all staff have the required skills and knowledge to support children with physical differences.
- We will work closely with PSS (Pupil Support Service) to support children with their cognition and learning.
- We work closely with Sensory Support (Hearing- HI) and Teacher of the Deaf (ToD).
- We work closely with the SEND Therapy teams Speech and language (SALT) and Occupational therapy (OT).
- Specific training for acquired Down's Syndrome, NG and Gastrostomy feeding.
- Annual Medical Needs Training for all staff.

### **What we do to consult with parents and any other community users and how are we developing this?**

- Early identification of children with additional needs.
- Inclusive education for all children.
- Parents having and voice and appropriate support.
- Parents being fully informed of processes and how they and we are supporting their child.
- Parents have daily opportunities to raise issues or concerns with staff.
- Parents can discuss issues and concerns with the SENDCo and Deputy Head Teacher.
- We undertake termly parental consultations during the year and seek written feedback from parents at each of these key points.
- Individualised targets and plans are reviewed regularly, in discussion with parents.
- Forging closer links with professionals at local Child Development Centres/Health visiting Teams and Hall Green Early Help Team.
- Parents are invited to half termly coffee mornings, where they can receive advice, training, signposting to other supportive agencies. Annual review of the SEND Information Report in collaboration with parents.

### **Who Contributed?**

- We consult individually with parents of all children with additional needs (as above).
- Parents are invited to feedback on the SEND provision in the Nursery, including the SEND Information Report (Local Offer).
- If we have parents with a disability, we ask them how we can help them to access information, and invite them to identify other ways in which the Nursery can support them.
- We will refer to other supportive agencies when appropriate, including Children's Centres and Early Help.

## Examples of what we already do to fulfil the General Duty:

### Children

- Use resources which have positive images of disability.
- Offer all qualifying children a place in the Nursery regardless of disability, including behaviour needs, if an appropriate place is available.
- Have meetings with parents of children with disabilities on induction to ensure that reasonable adjustments are made.
- Quality assessment and monitoring of children with disabilities. EYFS assessment Data is updated and tracked termly. Children with additional needs are tracked and assessed using EYFS Development Journals, which breaks down the Development Matters statements into achievable goals.
- Ensure that staff are trained to meet the needs of children with disabilities (e.g. Makaton, medical needs training and autism training)
- Provide additional support for children with disabilities through early support and SEND plans, and through a differentiated approach, including additional funding if appropriate.
- Provide additional support for children with SEND through SEN support Plans, School Support Provision Plans and EHCPS when appropriate.
- Make reasonable adjustments to the Nursery environment and provide (or loan) equipment for children with disabilities, as appropriate.
- Ensure that all children have access to appropriate visits and outings, and that additional needs are catered for unobtrusively.
- Ensure quality individually planned transitions for children with disabilities, across the setting and onwards to other provision.
- Arrange special diets for children where appropriate.
- Accept children who are not toilet trained and work with parents on toilet training when developmentally appropriate.
- Support parents of children with disabilities to access services for their children.
- Offer to accompany parents on visits e.g. professional appointments, visits to Primary and specialist provision.
- Provide a copy of the schools SEN information report (Local Offer) on induction.
- Signpost to Birmingham LA Local Offer.
- Provide additional information regarding the EHCP process and school choices.
- Direct contact with the Executive Head Teacher (EHT)/Deputy Head Teacher (DHT) and SENDCo via email & mobile phone.

### Adults

- Provide individual interviews for parents who have disabilities themselves.
- Provide information in a range of formats, including on the internet through the Nursery website, verbally and through augmented communication systems.
- Provide interpreting through staff and/or interpreting services as required.
- Develop and maintain excellent links with other professionals, to ensure that the Nursery's provision is as good as it can be

## How we have gathered information about what we already do well

We recognise that our policies and practices may impact upon disabled people and, in particular:

- On the recruitment, development and retention of disabled employees.
- On the enjoyment and achievement of children with disabilities.
- On how parents are able to access our services and acquire the information they need.

In devising this scheme, we have taken into consideration a wide range of information concerned with, for example:

- Children's achievements: ES/SSPs (Early Support and SEND support plans), EHCPs (Education & Health Care Plans) and SSPPs (SEN Support Provision Plans), EYFS observations and assessments.
- Induction, admission, and transition procedures.
- Employing, promoting and training adults with disabilities.
- Developing an inclusive nursery environment.

**ACCESSIBILITY PLAN**  
**September 2023-July 2026**

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence How we will measure the impact – what evidence we will collect	When we want to achieve objective
		What/How	Lead/Who	Resources Who and what we will need		
<p>Respond to increasing numbers of children with Special Educational Needs and Disabilities being referred to the Nursery for places by ensuring provision is differentiated and appropriate but supports the inclusion of children.</p> <ul style="list-style-type: none"> <li>• Children are placed in spaces best suited to their needs and developmental levels.</li> <li>• Staff are well trained to enable them to understand and support the needs of children</li> </ul>	C. E, I	<p>Gathering information from parents and professionals about children’s specific need through:</p> <ul style="list-style-type: none"> <li>*Induction</li> <li>*Transition visits to previous settings</li> <li>*Creating strong links with SEND Professionals: HV, PSS, CDC, ED Psych, SLT and CAT</li> <li>*Identifying training needs based on the children in the setting including those with medical needs</li> <li>*Regular SEN audits &amp; learning walks with SEN Governor</li> </ul>	EHT/SEND Co/ DHT	EHT/SENDCo Support/DHT/Teacher Advice & Liaison from external professionals Sensitive conversations with parents	<p>Children with SEND who attend the Nursery will be included in terms of learning needs and care, and will make progress from their starting points. Staff will be confident in including all children and differentiating provision.</p>	<p>On-going through the year and as children are identified.</p>

with SEND. • Intervention groups implemented to support a differentiated environment.						
Improved teaching and learning to ensure full access to the curriculum for all children and involvement in all classroom activities.	C, E, I	Staff continue to implement the broad, balanced and carefully sequenced curriculum that builds on the unique needs, interests and strengths of each child.	EHT/DHT/ SENDCo/All Staff	Regular staff meetings with focus on planning and environment.	Records of children's progress using Curriculum Assessment milestones WellComm Screening scores Involvement and wellbeing scores	On-going
		Use of a variety of learning styles when teaching, including the strategies outlined in the Curriculum and Pedagogy document.	EHT/DHT/ SENDCo/All Staff	Regular staff meetings with focus on planning and environment. Termly learning walks and Governor monitoring visits.	Strategies evident in planning and in observations Pupils make progress in line with personalised targets	Ongoing
		Inductions and baseline assessment support early identification of needs.  Initial concerns/adaptive teaching plans developed. SEN Support plans/	All Staff SENDCo	Early Help questionnaire  SENDCo to support staff to complete Initial concern forms/adaptive teaching plans.	Early Help questionnaires completed and analysed to inform early identification of need.  Initial concern forms/ Increased Differentiation / Adaptive teaching plans in place.	On going

		SSPPs written for identified pupils.				
		<p>Continue to develop intervention groups. Appropriate staff training both externally and in house with visiting professionals.</p> <p>To use WellComm Language screening Set targets to support children's development and implement through adapted learning at group time and throughout continuous provision.</p> <p>Use PIC Profile to assess children with play, interaction and communication needs Individualised SALT consultations.</p> <p>Implement use of Planning for play document to support children's learning and next steps.</p>	DHT/ SENDCo/All Staff	Timetabled during the year.	<p>Gap analysis for children with SEND Monitoring via assessment tracker. WELLCOMM screening termly and targets set.</p> <p>Records of children's progress Individual WellComm scores</p> <p>Individual PIC Profiles completed in line with assessments.</p> <p>Planning for play document implemented and used to inform targets.</p>	On going



		Adult support (Inclusion TA) is timetabled and available during times that individual children may need support. In addition, children supported through continuous provision and intervention opportunities seized by adults.	DHT/SEND Co	Timetable	Observe timetable is adhered to. Children are making progress towards their targets.	On going
		Ensure an up to date Provision Map is place. Raise staff awareness of who children and parents with SEND are.	SENDCo/DHT/Teacher Support to share information with staff from each team	EHT/DHT/SENDCo/All Staff	Monitor progress of children with SEND (Assessment summaries and ES/SSP targets). Monitor parent evaluations.	Weekly meetings and termly briefings. On going
Improved participation in the environment for children with Social Communication and Interaction needs.	C, E, I	Use AET environment audits to ensure environment meets children's needs.	EHT/DHT/SENDCo/All Staff	CAT/OT	Members of staff using audits with SENCO support to inform how to make improvements to the environment.	Ongoing
		To embed the use of Makaton, visual timetables, objects of reference, photographs, signs and symbols and now and next boards. AET Level 1 training. Embed with staff team first then extend to	EHT/DHT/SENDCo/All Staff	Weekly planning session for trained staff  CAT	Learning walks to monitor use of strategies.  All staff competent in using Makaton and widgets as a means of communication.	On going  AET Level 1 training 22.10.22

		parents through work shops and coffee mornings.			Children use Makaton and widgets as a means of communication	
Improved independent access to the indoor and outdoor environment for children with more complex medical and or physical needs.	E,C	Audit the environment with the PDSS, HI/ToD Teams.	DHT/ SENDCo/All Staff	Time to complete and share with staff team.	Relevant changes because of the audit.	Annually and On going
		Access to Physiotherapy			Inclusion walks with parents and children and support service.	
		Safe storage and use of physical equipment.			Individualised management plans	
		Medical Care plans written and signed by relevant health professionals or staff and signed by parents.				
		Staff training linked to medical needs: NG and gastrostomy training.	Community Nursing Team	Time allocated September 2023	Care Plans and appropriate measures in place to support pupils.	Last Medical Needs training 22.10.22
					Medical Needs training (attendance register) Manual handling training.	
Improved provision for children with Social and Emotional needs.	E, C	To revisit training from School Educational Psychologist to enable to members of staff to support children with social and emotional	EHT/SEND Co/ DHT/ All Staff	Time allocated at staff meeting/twilight training	Attendance by staff at refresher in house training. Staff observations to monitor changes in practice because of training.	On going

		needs. TIASS trained staff team. Regular mindfulness activities. Wellbeing Champion in place.			Information and feedback from parents	
Parents have improved access information and to support the learning and development of their child.	I	Induction meetings for parents reinstated.  Regular texts with links to information and newsletters. Hand out physical copies of key information.  Regular reminders given to parents to access information and attend workshops.  Support parents to sign up to Tapestry.  Availability of school staff to support identified parents in reading and understanding documentation and the completion of any relevant documents	EHT/DHT/ SENDCo/ Admin/ All staff	Allocated time Use of banquetting suite to hold meetings. Resources/ Visuals to show parents	Parents are aware of school provision and their role in supporting their children.	On going
The needs of pupils, staff and visitors with physical difficulties and sensory Impairments are	E, C	To create low arousal environment to aid learning for all with neutral colour scheme.	EHT/SEND Co/ DHT/ All staff	Budget considerations and long-term plan to complete works.	Children's needs are met and optimal learning taking place (observations and learning walks). Monitoring of progress	Ongoing

catered for.		<p>To decorate the building in neutral tones.</p> <p>To develop a sensory room/space. Purchase/ replenish a wider range of sensory resources including light sources for children to explore.</p> <p>To develop the nursery layout to promote independent learning and accessibility to resources.</p>			Monitoring of involvement and wellbeing.	
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**Accessibility code**

I: Improving the delivery **INFORMATION** of so that it is accessible to everyone.  
 C: Increasing the extent to which everyone can participate in the Nursery **CURRICULUM**.  
 E: Improving the physical **ENVIRONMENT** to ensure all children can have access to all provision.

**Reporting arrangements**

Termly report to Governing Body by EHT  
 SEND focussed Governor visits twice yearly.  
 Review date: September 2024  
 Senior person responsible: Executive Head Teacher – Samantha Richards  
 Designated member of staff: Gail Goldberg (SENDCo)  
 Deputy Head Teacher: Harshila Parmar  
 Designated Governor for SEN: Laura Brodie

**This document should be read in conjunction with the following policies, strategies and documents:**

Curriculum and Pedagogy Document  
 Safeguarding  
 Equality information and objectives  
 Health and wellbeing Policy  
 Health & Safety Policy  
 Inclusion and SEND Policy

Behaviour Policy  
School Improvement Plan  
Teaching and Learning Policy  
Unicef Rights Respecting Schools