



ABBEY WOOD NURSERY SCHOOL ACCESSIBILITY POLICY

At Abbey Wood Nursery School we aim to provide a rich and varied environment through a play based curriculum.

We believe that all children develop and learn at different rates and this is reflected in the general curriculum and philosophy of the school. We have taken steps to ensure that the physical environment, curriculum and information are accessible to parents and children.

Physical Environment

The school is built all on one level with accessible doors and has access to the garden area. The doors are wide and wheelchair accessible and the main front door is opened fully at the beginning and end of each session to allow access for wheelchair users. The internal doors are mostly kept open providing an open, accessible but safe environment for all of the children at the school. There are also accessible toilets for adults and children within the whole school site. As appropriate, table heights are adjusted for children in wheelchairs to ensure access to all activities. There are some areas of grass and safety surfacing in the garden area. At Abbey Wood we are also committed to providing a rich and stimulating physical environment through colourful displays which are at child level, updated regularly, and are reflective of all of the children's experiences.

Curriculum

At Abbey Wood we offer a very accessible curriculum in which independence is promoted with children having free choice of activities and resources throughout the setting. Staff meetings are held to discuss SEND children and plan for any intervention/differentiation that will ensure all children have access to the curriculum. PLPs are written and updated on a termly basis and are shared with all staff at the SEN staff meetings. The PLPs are also incorporated into a timetable of support for daily/weekly/half-termly planning to ensure that each child's targets are being planned for and met. (see SEND policy). Support workers are sometimes employed for individual children based on need to help ensure they are gaining full access to the curriculum. Advice on additional resources for children with SEND is sought regularly from external agencies including Speech and Language Therapists and Educational Psychologists. These resources (i.e. Box Clever) can be used with all of the children at the School. Alternative communication systems (i.e. Makaton) have been used when necessary to help children with communication difficulties access the curriculum. Members of staff have also completed training courses in order to support children with speech and language difficulties.

Information

At the nursery we make information about what's happening at the school accessible to parents in different ways including printed and translated newsletters, web site, displays of work, parent's information board and open days. New parent induction meetings are held to inform parents of our settling procedure for new children (see Settling Policy). The nursery timetable is set up so that staff

are available, especially at the beginning of each session, for informal discussions between teachers/key persons and parents. Parents are also able to make individual appointments with teachers to discuss their child's progress and we hold termly parent consultation days. When a child leaves nursery to go to primary school, transition meetings are held to pass on any concerns/information about a particular child. Every child is monitored carefully by all staff and if any concerns arise, the child's teacher and/or key worker will invite the parents in for a confidential discussion. Parents and children's privacy is always respected. The children at the school are actively involved in self-evaluation through their special books. The children regularly choose photos and work they have done to put into their special books. Each child's key person looks at the photos and work with the child on an on-going basis, asking them questions about what they are doing and how they learned to do that. Leaving children are also involved in conferencing sessions with their teacher in which they discuss what they learned at nursery and what they especially liked to do. Parents and children are made aware of their key persons when they start at the school.

Monitoring

The Headteacher, in consultation with the school SENCO and Governors will monitor and evaluate the effectiveness of this accessibility plan annually.