

Douglas Valley Nursery School

Equality and Accessibility Plan Review - July 2021

Develop and improve access to the curriculum for children with a disability		
Targets	Strategies	Progress towards Actions
<p>Liaise with other providers and parents to review potential new intake.</p>	<p>Improve induction procedures to gather information from parents including any previous settings attended.</p> <p>Ensure that information is received from previous settings.</p>	<p>Care and Share meetings introduced during 2018-2019 for all new parents to ensure school is aware of all relevant information in relation to any disability, additional need and any previous settings attended before the child starts at the school.</p> <p>Due to the COVID-19 pandemic care and share meetings have been held over telephone and individual induction garden visits for 1 parent and child to visit the setting and meet staff have held. This has enabled staff to gather information from parents and identify any additional needs.</p> <p>We introduced small group induction visits for 5-6 children and 1 parent in September 2021. These were very successful as staff were able to gather all the information needed and assess children's needs in a small group situation.</p>
<p>Staff have access to professional learning and development to enable them to meet the specific needs of children.</p>	<p>Needs analysis of PL&D is completed and appropriate learning opportunities and training identified</p> <p>Professional learning and training is shared with all staff to ensure consistency</p> <p>Staff to attend regular L.A IPM meetings to discuss individual children's needs and the most appropriate ways to support them to access the curriculum</p>	<p>Over last 3 years children's needs have primarily been speech, language and communication needs, sensory processing needs and behaviour</p> <p>Staff have accessed the following training:</p> <p>2018-19</p> <ul style="list-style-type: none"> • Sensory processing • Supporting children with sensory needs • Communication and language development • ELKLAN refresher <p>2019-20</p> <ul style="list-style-type: none"> • Keys to Communication • Sign a long <p>2020-21</p> <ul style="list-style-type: none"> • Spot and support speech, language and communication needs

		<ul style="list-style-type: none"> Managing challenging behaviour in the early years Childhood trauma and the brain neuroscience <p>SENDCo attends termly LA IPM meetings to support the school to meet children's individual needs in the most appropriate way.</p>
Ensure close liaison with outside agencies for children with ongoing health needs e.g. severe asthma, epilepsy or mobility issues	<p>Improve induction procedures to gather information from parents regarding medical needs.</p> <p>Collaborate with identified agencies to ensure children's medical needs are met</p>	<p>Care and Share meetings introduced during 2018-2019 for all new parents to ensure school is aware of all relevant information in relation to medical needs before the child starts at the school.</p> <p>Medical training for individual children received:</p> <ul style="list-style-type: none"> Epi pen training
Finely monitor and review progress and attainment of children with SEND	<p>SEND support plans are regularly reviewed by the SENCO and key persons</p> <p>Children with SEND are identified and discussed during progress meetings.</p> <p>Use the small steps tracker to evidence progress for children with SEND</p>	<p>SENDCo regularly reviews the progress of children with SEND through assessment processes, progress meetings with headteacher and Individual Progress Meetings (IPM) with the Early Learning and Childcare Inclusion Team.</p> <p>Children with SEND continue to make progress towards their support plan outcomes using the small steps tracker</p> <p>During partial school closure from March to June 2020. All parents of children with SEND choose to keep their children at home. From June 2020 when attendance increased two children attended. At least weekly contact was maintained with these families and support provided ranging from ideas for home learning to activity packs delivered to home.</p>
Monitor the attainment of more able children	<p>More able children who require further challenge are identified and discussed at progress meetings.</p> <p>Appropriate interventions and targeted provision are implemented to ensure</p>	<p>Personalised planning provides appropriate interventions to enable more able children to make progress.</p> <p>Targeted intervention group for more able readers implemented from the summer term 2019.</p>

	children reach their full potential	
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Improve the physical environment of the school to increase the extent to which children with a disability can take advantage of education

Targets	Strategies	Progress towards Actions
Review the suitability of the school building for children and adults with SEND	<p>Complete annual review of asset management plan, review buildings conditions survey</p> <p>Review the annual intake of children to ensure that those with physical needs adjustments are made to improve their accessibility</p>	<p>Health and Safety Workplace assessment completed by Lead Administrative Assistant and school Governor completed annually covering physical access to and facilities in the building are suitable for children and adults with SEND. These have been held virtually during the COVID-19 pandemic</p> <p>No adjustments have been needed during 2018-20</p> <p>1 adjustment made to support child with SEND in 2020-21</p>
Ensure the learning environments are appropriately calming and conducive to engagement and focus for all children	<p>Monitor and review the learning environment, with specific reference to children with SEND</p> <p>Use a largely neutral colour palette to avoid over stimulation.</p> <p>Provide smaller spaces for children that support their self regulation</p>	<p>Learning environments provide a holistic learning climate, staff thoughtfully plan the spaces and resources children need to engage in deep learning at their own level according to their individual needs and disabilities</p> <p>Small space created to provide a calming area for children and wellbeing activities introduced to support children to self-regulate</p>

Improve the provision of information in a range of formats for disabled pupils / parents

Targets	Strategies	Progress towards Actions
Pupils and parents are able to access the information they need in an appropriate format	<p>Review induction procedures to ensure school is aware of any disabilities</p> <p>Review and make necessary amendments to current resources against pupil and parents need</p>	<p>All staff are aware of children and parents with a disability</p> <p>Pupil and parents have access to the information they need</p> <p>During COVID-19 pandemic at least weekly contact was maintained with families of children with SEND and support provided as appropriate.</p>