

Kenilworth Nursery School Accessibility Plan - 2019 to 2020: Improving the Curriculum Access



	TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
CPD	Training for Keyworker and support worker in teaching/supporting child with a hearing impairment.	IDS, Hearing Impairment Service/Speech and Language service to lead training in use of transmitter and general understanding of the needs of a hearing-impaired child. Teacher for the deaf to support training of support worker.	Keyworker is able to fully understand good practice in working with child with hearing impairment and can share knowledge across team so all staff have clear understanding of the needs of hearing impaired child and how to ensure the curriculum is fully accessible to them. Support worker understands individual needs of the child and how best to offer support for inclusion.	Spring 2019 training Keyworker September 2019 training support worker.	Hearing impaired child is successfully included in all aspects of school life.
CPD	Training for staff in the best practice of a celebratory approach to assessing SEND	All staff attend monthly training that will be integrated into a staff meeting	All staff are familiar with a 'celebratory approach' and understand how work co-responsible work beside parents and clear, detailed documentation provide support and facilitate inclusion and progress.	Autumn 2019 onwards	Children with SEND are viewed through a celebratory approach of their skills/balanced with the things they need for them to be successful and included in all aspects of school life.

CPD	Training for AHT in NASENCO qualification	AHT to access i-SENDco training to gain nationally recognised SEND coordinator award.	AHT will become fully qualified with a national award and will gain further insight and enhance practice as training develops, ensuring inclusion has highest priority	September 2019 –July 2020	
Environment	Classrooms are optimally organised to promote the participation and independence of all pupils because they are creative, flexible and communicative.	Review and implement a preferred layout of furniture and equipment to support the learning process that allow all children to participate Use of visual symbols, group time timetables across the school for best practice inclusivity	Communication is clear or supported visually with gestures or symbols where necessary, to make adjustments to accommodate the needs of individual pupils who are at different stages of speech development and for whom understanding levels are not yet clear. Children have ready access to a range of resources to support their learning and staff accept verbal and non-verbal responses, noticing and respecting the “100 languages of children”	Ongoing	Develop a communication friendly environment that allows for creative ways of communicating needs, wants, ideas and intentions, with considered ways of capturing evidence.
Gender	To review our environmental offer to ensure gender equality/neutrality.	Use of authentic materials in natural colours in role play area to ensure equal access by gender is possible. Found materials promote equity and are not gender specific or	All children integrate in mixed gender groups to access learning. All children feel able to access all materials and activities. Authentic colour neutral resources continue to be sourced	Ongoing	Monitoring and assessments identify equal access by gender to the full range of activities. Data shows boys and girls make equally good progress across a range

		<p>attractive by stereotype.</p> <p>Equal access sheets ensure all children are invited to experiences that include woodwork and forest school, dance.</p>	<p>Protective behaviours and emotional literacy work address any gender issues that arise quickly.</p>		<p>of areas of learning.</p>
Information	<p>Ensure all families can access information equally by using a range of methods.</p>	<p>Use of seesaw app with supported sign up process for weekly updates, individual information, e-newsletters and messages.</p> <p>Facebook site with same updates but no personal information</p> <p>Hardcopies of learning Journeys and newsletters and messages</p> <p>Message board</p> <p>TMS for emergency</p>	<p>All families have fast access to messages and newsletters</p> <p>All are able to access the APP.</p> <p>All are invited to select a communication method that best meets their needs. This is monitored so no one is missed.</p>		

		messages. Optional direct e-mail contact for working parents Dual copies for separated parents			
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