

Kenilworth Nursery School Accessibility Plan - 2020 to 2021: Improving the Curriculum Access



	TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
CPD "Emotional barriers"	Training for Keyworkers in the importance of emotional integration prior to language development Development of an adapted approach in response to children displaying emotional barriers post lockdown.	Re-introduction of use of Leuven Scales to measure well-being and involvement Use of teaching talking training materials and pyramid of language acquisition. Advice from Child Psychotherapist to help consider levels of play and development.	Keyworkers are able to fully understand the importance of emotional integration and can use the Leuven Scales in assessment opportunities to determine each child's level of well-being and involvement and to look for examples of engagement as a place to begin and foster trusting relationships based on the child's interests. Keyworkers understand individual needs of the child and at which developmental level they are currently operating and knows these levels can change across a session so plans a variety of activities that can engage. This is evident in planning	Summer and Autumn 2020 support and advice from Gill McLoughlin September 2020 training to reintroduce Leuven Scales, their meaning and application.	All children are successfully included in all aspects of school life with increasing levels of well-being and involvement that support children to begin to develop language and further engage in learning

CPD "SEND"	Ongoing Training for staff in the best practice of a celebratory approach to assessing SEND (Cont. from 2019/20)	All staff attend six weekly children's meeting review that includes approaches to SEND.	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 "SENDCO qualification"	Completion of deferred 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 –January 2021	
Environment	Classrooms are optimally organised to promote the participation and independence of all pupils because they are creative, flexible and communicative, while also adhering to Covid 19 national guidelines for a safer school environment.	Review and implement a preferred layout of furniture and equipment to support the learning process that allow all children to participate and ensure the most space and distancing possible Use of visual symbols, group time timetables across the school for	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,	Ongoing	Develop a communication friendly environment that allows for creative ways of communicating needs, wants, ideas and intentions, with considered ways of capturing evidence.

		<p>best practice inclusivity</p> <p>Additional print in the environment to support children ready for word recognition from Autumn 2020.</p>	<p>noticing and respecting the “100 languages of children”</p>		
Gender	<p>To review our environmental offer to ensure gender equality/neutrality.</p>	<p>Use of authentic materials in natural colours in role play area to ensure equal access by gender is possible.</p> <p>Found materials promote equity and are not gender specific or attractive by stereotype.</p> <p>Equal access sheets ensure all children are invited to experiences that include woodwork and forest school, dance.</p>	<p>All children integrate in mixed gender groups to access learning.</p> <p>All children feel able to access all materials and activities.</p> <p>Authentic colour neutral resources continue to be sourced</p> <p>Protective behaviours and emotional literacy work address any gender issues that arise quickly.</p>	Ongoing	<p>Monitoring and assessments identify equal access by gender to the full range of activities.</p> <p>Data shows boys and girls make equally good progress across a range of areas of learning.</p>

<p>Information and home/school learning</p>	<p>Ensure all families can access information equally by using a range of methods.</p> <p>Ensure the blended learning (home/school) offer is accessible to all families and none are restricted by equipment/resourcing.</p>	<p>Use of seesaw app with supported sign up process for weekly updates, individual information, e-newsletters and messages.</p> <p>Home school resource boxes.</p> <p>Facebook site with same updates but no personal information</p> <p>Hardcopies of learning Journeys and newsletters and messages</p> <p>TMS for emergency messages.</p> <p>Optional direct e-mail contact for working parents</p> <p>Dual copies for separated parents</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> <p>Where families have not engaged in the blended offer this is monitored and followed up with communication on the importance and the need for an established system.</p> <p>If required consider a distance learning package so children can access 'Nursery education' if they have vulnerabilities that prevent them from accessing school.</p>	<p>Boxes delivered to all families first week in September or prior to a child beginning a Nursery place.</p> <p>Further resources are sent at least half termly.</p>	<p>Monitor Parental access and responses to the APP and blended learning offer.</p>