

Emneth Nursery School and Daycare

Accessibility Action Plan

2024 – 2025

Headteacher – Claire Hooker

Governor – Karen Archibald

You can find out more about us on our website <https://www.emneth-nur.norfolk.sch.uk/>

Norfolk Community Directory:

<https://communitydirectory.norfolk.gov.uk/Services/7945/Emneth-Nursery-School>


This accessibility plan is drawn up in compliance with current legislation and requirements, relating to the



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Norfolk County Council have worked with young people to develop the Flourish ambition into a framework of impacts and outcomes. This framework forms the basis of the [Flourishing in Norfolk strategy](#)

Flourish focuses on these areas of impact:



Family & friends	Learning	Opportunity	Understood	Resilience	Individual	Safe and secure	Healthy
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1. The purpose of this plan

This plan sets out how we, as a setting, will increase access to education for disabled children and young people in three key areas:

1. increasing the extent to which disabled children and young people can participate in the curriculum;
2. improving the environment to increase the extent to which disabled children and young people can take advantage of education and associated services;
3. focusing on how we deliver information, which is often only provided in writing to improve accessibility for all, including families

Our accessibility plan will be reviewed and reported on annually.

2. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6: 'A physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day to day activities.'

Reasonable adjustments for disabled children and young people (CYP)

We will take reasonable steps to ensure inclusion so that CYP with disabilities are not disadvantaged in comparison to CYP without disabilities. This means changing the way we work, providing additional resources and removing physical or other barriers.

Examples include:

- providing additional support
- providing adapted equipment
- implementing assistive technology
- making environmental adaptations

3. Accessible Norfolk – principles and values



4. What does accessibility and inclusion mean for us?

We are committed to providing an environment that can be accessed, understood, and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our environment (such as, but not limited to, our culture, buildings, technology, information, communication) we commit to:

- ✓ promoting inclusion, participation, and equal opportunity
- ✓ making the necessary identical or equivalent adjustments
- ✓ ensuring provisions for privacy, security, and safety

- ✓ ensuring dignity and respect

5. What we have in place to make our setting accessible

Themes	What we are doing well	How do we know?
Relationships	<p>All parents are encouraged to have a look around before booking their child in so that we can get to know the needs of the child/families.</p> <p>We have 'all about me documents' which parents complete when a child starts.</p> <p>We have a strong key person approach</p> <p>The team communicate effectively.</p> <p>We share useful information through social media and online journals.</p> <p>We hold 6 monthly Spotlights/ two year checks with parents.</p> <p>Each term we have an open evening for new families and transitioning families.</p> <p>If we wish to consult with other professionals we speak to parents about it first.</p> <p>We consult with other professionals when children are identified with SEND.</p>	<p>We have regular informal discussions with parents.</p> <p>We send out parent questionnaires and we use the feedback from these.</p> <p>We record conversations/ phone calls that we have with other professionals so that we can share the detail with parents.</p> <p>All spotlights, support plans etc. are shared on Opal and face to face updates are given.</p> <p>We ask for parent feedback at spotlight meetings.</p> <p>All families are invited to open events, days out etc. and the number in attendance is good. We monitor that we are implementing actions from other outside professionals</p>
Communication	<p>We use Opal to communicate with parents.</p> <p>Staff have short chats with parents at drop off and on collection.</p> <p>Communication feedback forms</p> <p>We will do check ins with families if there are any concerns or we need to gain some information from them. This may be in person or by phone call.</p> <p>Team communicate with each other to ensure relevant information is shared through the teams to support individual children.</p> <p>We have dedicated folders for children's info (SEND)</p> <p>We have intervention plans for all staff to see and work from</p>	<p>We document evidence of conversations on opal and through paper forms.</p> <p>We have records of appraisals/supervisions.</p> <p>Amy sends out email each term for new all about me's</p> <p>SEND records includes information from other professionals.</p> <p>We recorded conversations when we speak with other professionals.</p> <p>Team cascade knowledge to others through team meetings. This is documented in staff meeting minutes.</p> <p>Part of routine- visual timetables are displayed and we encourage choice making consistently.</p>

	<p>All about me sheets are on Opal, available for all staff to see.</p> <p>We give children choices and empower children to make their own decisions – through use of words, visual timetables/ objects of reference.</p> <p>A newsletter is shared each half term.</p> <p>We will provide alternative formats when required such as braille.</p> <p>We will ensure that we offer support to those families that are unable to access the written information independently.</p> <p>We use interpreters when needed for meetings.</p>	<p>There are multiple ways to access newsletters.</p> <p>Important communication is recorded for our own records on Opal in the internal communications section.</p>
Training	<p>Staff have tailored training through their interests or where they feel there are gaps in knowledge.</p> <p>Gaps in knowledge are identified through supervision/ appraisals.</p> <p>Whole group training is delivered where needed e.g. training from a teacher for the visually impaired.</p> <p>We have support from Speech and Language.</p> <p>Training is sought when required to meet the differing needs of our children.</p> <p>The training brochure is available for all staff to look at, empowering staff choices.</p> <p>We seek training from a range of providers to ensure that the training matches the need of our staff.</p>	<p>Team cascade knowledge to others through staff meetings.</p> <p>New strategies are implemented and monitored.</p> <p>We use advice and support from other outside agencies and this is documented.</p> <p>Appraisals and supervision conversations are recorded.</p> <p>Training information is logged.</p> <p>Meetings are scheduled into the staff meeting agenda to enable staff to feedback/share their training.</p>
Environment	<p>A welcome/transition event is planned in each term for new families so that they can become familiar with the environment.</p> <p>All families are invited in for a look around before their child starts.</p> <p>Transitional visits</p> <p>Outside professionals come to check the environment is accessible/ share what we might need to consider e.g. for a visually impaired child.</p> <p>Staff team consider adaptations to the environment for individual children.</p>	<p>Many families attend our welcome event.</p> <p>We listen and learn about individual needs. This is documented through record keeping.</p> <p>We consult with outside professionals, record contact and make changes when actions are presented.</p> <p>Outside professionals may facilitate our access to resources, specific equipment.</p> <p>Staff share their knowledge of Makaton within setting and on learning journal for parents.</p>

	<p>Risk assessments are carried out daily.</p> <p>Staff are able to request resources to support the cohort of children or for individuals.</p> <p>There is accessible signage for all.</p> <p>Wellbeing is acknowledged, celebrated and encouraged</p> <p>Nursery spaces are organised effectively to allow for access for wheelchairs/specialist equipment and also enable children to be independent learners.</p>	<p>We bring yoga into our daily routine, there is a mindful space in each room and emotional regulation techniques are used.</p> <p>Visual timetables, Makaton signs/ actions/ objects of reference are regularly used.</p> <p>The learning environment is monitored.</p>
Curriculum	<p>We have created our own unique curriculum.</p> <p>We celebrate the children's interests.</p> <p>We choose different assessment tools e.g Opal milestones, Cherry Garden (for SEND children) or individualised assessment for visually impaired.</p> <p>Assess individually and set next steps, add interventions and possibly support plans.</p> <p>All children are included in trips/ outings.</p> <p>Team have discussions about individual children.</p> <p>Resources and experiences are differentiated to enable all children to access our play based curriculum.</p> <p>Documented learning is used to celebrate achievement, share learning and show progression.</p> <p>Common play behaviours are used for different areas of the classroom to ensure coverage and progression.</p>	<p>We monitor children's progress</p> <p>Spotlights highlight what each child has learnt and next steps are included.</p> <p>Interventions are delivered and monitored if required.</p> <p>Support plans are put in place when required and are reviewed.</p> <p>Interventions are monitored e.g. Wellcomm and the SENCo monitors progress.</p> <p>We record outside professional support e.g. Just one Norfolk.</p> <p>Discussions with parents are recorded.</p> <p>Staff meeting notes include curriculum opportunities.</p> <p>Documented learning is viewable in the environments and in documented learning folders.</p> <p>Common play behaviour grids are displayed, annotated and updated in line with planning.</p>
Transitions	<p>We hold an open evening each term for children that are due to start with us.</p> <p>Transitional visits for parents and children are planned in.</p> <p>Transition from one room to another begins the half term before they start in their new room.</p> <p>The team have discussions about individual children.</p> <p>Parents have a voice to share individual and specific information.</p>	<p>Open evenings are well attended.</p> <p>All about me documentation is added onto Opal.</p> <p>Transitions visits are attended or rearranged if necessary. We keep this information in our school diary.</p> <p>Meetings minutes show individual support needed.</p> <p>Room leaders organise transitions between the rooms and monitor that they are happening.</p>

	Other professionals are encouraged to visit the Nursery to meet children that are going to be attending their Primary School. We aid discussions with other professionals if we feel children need additional transition.	Children with SEND have an EHCP review just before they leave us to go to Primary School. Professionals from their new school are invited and their attendance is included on the review paperwork. A child's key person may attend transition visits at another school if it is felt it is needed.
Building access	We keep corridors clear of any obstructions. We have 1 space available at the front of the Nursery for disabled parking and we monitor the use when we can. We will make additional arrangements if more space is required. We have disabled toilet access which is clear of obstructions or unnecessary clutter. We ensure all emergency cords are working to ensure those that need help are able to get assistance.	This is monitored by the site manager and headteacher. If someone uses the disabled space without good reason then they will be asked to move.

6. Challenges to accessibility that we want to address

It can be difficult at times to access outside professional support in a timely manner, particularly when additional needs have been identified before they start with us at Nursery. We will always endeavour to do what we can to work closely with others, so that our families and children receive the support they require.

With an increasing number of children coming into Nursery with additional needs we require more staff to be trained and confident enough to support children with a range of different needs so that we can be fully inclusive.

Due to Covid, we carried out a lot of meetings with parents online or by telephone but we would like to go back to more face to face meetings. This can be a challenge due to needing to be flexible for parents, so that they can attend.

We continue to strive to make transitions as smooth as possible, which can be difficult when children move from one room to another as this happens during our normal sessions, which are always very busy.

7. Action plan

Themes	What we need to improve	How will we do this?	What difference we want it to make? What does the education setting community say?	Who is responsible for achieving it?	Who will be involved?	When it will be achieved
Relationships						
Training	<p>To ensure that all staff take responsibility for accessing training in a timely manner.</p> <p>All staff to complete the training log so that we can see that each staff member</p>	<p>Staff should be regularly looking for appropriate training. Each half term the SLT/class teacher will review what training has been completed and by who and individuals will be addressed to remind them about accessing training.</p> <p>Training logs will be made accessible to staff by email and paper copies will also be available in the staff</p>	<p>All staff will access high quality training that will extend their knowledge and skills. This should be evident in practice.</p> <p>We want to be able to demonstrate the impact of the</p>	<p>Senior leadership team/room leads.</p> <p>Senior leadership team/room leads.</p>	<p>All staff</p> <p>All staff</p>	<p>Ongoing throughout the year.</p> <p>Ongoing throughout the year.</p>

	has reflected on the training they have completed.	room. Headteacher to identify training people have completed each half term so that training logs can be checked and those people will also be asked to share key parts from training with the rest of the team.	training for themselves and potentially the whole Nursery.			
Environment	At the start of the year and at other key transition times, environments should be reviewed to ensure that we are able to meet the needs of the new cohort/groups of children, particularly those with SEND.	The Headteacher, Daycare Manager, Deputy Daycare Manager and class teacher to aid conversations with the team to discuss children in the cohort and to plan the environment, making adaptations where needed e.g. considering a child with a visual impairment, introducing a DMP area for those children that need that sensory experience.	All children will be able to access the learning environment appropriately and resources will match their level of developmental need.	All staff	All staff	Ongoing through the year
Curriculum						
Transitions	To ask all feeder Primary Schools for a transition plan to make it easier for us to establish if further transition is required for particular individuals. Transition	The office staff will contact each feeder school once we are made aware of where each child is going. The transition plan will then be discussed with each key person to ensure that they are happy with the plan for	To ensure that transitions help to prepare and aid the smooth transition for all children.	Headteacher	Headteacher/Office staff/each key person	Following school admissions in April.

	<p>varies greatly from one school to another.</p> <p>To ensure that the 'Stairs' document is sent to and received by the relevant person/s at each Primary School as some Reception teachers report that they have not been passed onto them.</p>	<p>each child. If not we will contact the school/s promptly to ask them for additional transition. This will be discussed with parents/carers.</p> <p>When we know our feeder schools, the office will contact each school and request the email address for the relevant individual e.g. class teacher.</p>	<p>To ensure that the people who will be working directly with the children receive key information about each child to aid transition and enable them to support them appropriately.</p>	<p>Headteacher</p>	<p>Headteacher, Office staff, key person.</p>	<p>Following school admissions in April.</p>
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This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Inclusion Policy
- Teaching and Learning Policy