



Accessibility Plan Abbey Green

Reviewed Summer Term 2020

September 2020

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training						
1. Embed alternative and augmentative methods of communication	Key staff members trained in Makaton	The use of Makaton signs and symbols is consistently applied in the SEND room.	All adults trained in foundation level Makaton and visual support is consistently applied across the setting.	Observation and monitoring demonstrates that all adults use interchangeable communications systems with children	To become a Makaton friendly setting. To gain National Portage Stamp of Approval	All children have access to a range of communication strategies and are supported to use the one most appropriate to them.
2. All children regardless of their medical need or physical need are included within the setting.	Key adults are to be trained in Paediatric first aid and Epi- pen administration. Adults have received training on Gastro Feeding, Administering oxygen and	More children are able to access the setting safely with adults able to respond quickly to their medical needs. Further Training is received and monitored	To audit environment to ensure there are adequate opportunities for children with physical difficulties to access all areas of the setting independently, as	Children can access different areas of the setting with increasing independence.	To provide a range of specialist equipment for children who have differing physical needs in order for them to be able to independently	Environments change responsively to children's varying needs. Children with a range of needs can be accommodated within the setting.

	Epilepsy specific medications.	regularly in order to meet children's needs.	well as safe places to play.		access all areas of the setting.	
Teaching and learning						
1. Children access a broad and balanced EYFS curriculum	Potential barriers to accessing the curriculum are identified on entry or at key points throughout the year.	Reasonable adjustments to the environment/ curriculum and resources are made.	Adjustments to the physical environment are made to improve learning opportunities for all children.	The sensory room includes sound and movement activated panels. The outdoor area includes a range of resources to stimulate children senses.	Off-site learning opportunities are part of the curriculum for all children.	Children have access to range of specialist visits and experiences through a school and outreach network.
2. Children make better than expected progress.	Observation and assessment identify children's interests, strengths and learning needs	Children identified as making less than expected progress are identified.	Individual Support plans are completed to ensure a range of learning experiences are available to children.	Children are assessed on alternative assessment frameworks in order to ensure that all progress is documented.	All adults interchangeably use different assessment criteria and planning dependant on children's needs.	All children who are not making progress are quickly identified and supported enabling them to make better than expected progress within the right assessment framework.

School estate – minor capital expense						
1. Changing unit in the 2-3 and 3-5 years areas to be replaced and renewed.	Shelving and appropriate storage to be installed.	Storage will provide space for resources, clothing and PPE which can be used to meet a range of children's needs.	The changing room to include visually stimulating mobiles for children to access during changing times.	Children will have a well stocked changing room with some resources provided to stimulate their interests.	The changing rooms will have hoists fitted.	Staff and children will benefit from having automated assistance to get on and off the changing area.
2. Changes to the outside area to provide improved access.	Accessible beach hut and sand pit to be installed.	Children using wheelchairs will have access to the beach and beach hut areas.	Sensory/vegetable garden to be designated and cultivated.	More opportunities for digging/ feeling/ smelling/ tasting/ growing to be provided.	Accessible pathways on grassed areas to be installed.	Pathways would ensure safe movement in all weathers and minimise slips, trips and falls.
School estate – major capital expense						
1. Changes to the outside area to provide improved access and range of learning experiences.	Outdoor kitchen to be installed.	Children will be able to explore the awe and wonder of eating and drinking outside. They will experience the feeling of hot drinks in cold weather and stimulate their senses.	Lift to be installed in the outdoor area.	Lift would improve access to the top garden for children with physical difficulties or specialist equipment.	Sunken trampolines installed to provide a range of learning experiences.	Children would be able to meet a range of learning and sensory needs with the trampolines.

Covid -19 Summary of Changes to Access during the pandemic

<p>1. Changes to the outside area to provide handwashing facilities for all families.</p>	<p>2. Movement of external gates to enable one way system. The main entrance is used for staff and visitors only.</p>	<p>3. Staggered start and end to sessions to enable safe movement of children into 'family groups'</p>	<p>4. Children transitioning into the setting with parents engage in distanced outdoor play with key person to ensure all required information is gathered and the child is settled.</p>	<p>5. Home learning is still provided for those children who are unable to attend the setting due to medical needs or vulnerable status. This will take the form of resource packs and virtual group times.</p>	<p>6. Parents are supported to access School support systems and advice and guidance.</p>	<p>7. Children and families are actively engaged in the selection and transition to their next setting including virtual tours, zoom meetings, assistance from the SENCO and key persons.</p>
---	---	--	--	---	---	---