

## SCHOOL ACCESSIBILITY PLAN 2024 - 2026

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
<b>Physical access to the building</b>	<p>To improve access to Nursery class outdoor spaces.</p> <p>To ensure the outdoor spaces are used daily and are set up to be easily accessible.</p>	<p>Audit of outdoor spaces with staff and Prop team.</p>	<p>Better use of outdoor space.</p> <p>Children able to access outdoor provision for a longer period of time.</p> <p>Children with SEND/Disability able to access a wider range of activities.</p>	<p>1 – 2 years</p> <p>Planning will be determined by finance. The project may need to be completed in phases depending on plans drawn up.</p>	<p>September 25</p> <p>Extensive work completed to ensure the outdoor area is accessible and engaging. Use of the area to be assessed after Autumn term and future plans made.</p>
<b>Learning environment access</b>	<p>To improve the use of continuous provision for all through core book focus and enhancement planning.</p> <p>To introduce the idea of pex, a visual communication system, that supports non verbal/EAL children.</p>	<p>Staff training.</p> <p>Auditing of resources.</p>	<p>Improved engagement in specific areas of provision.</p> <p>Improved development of language through improved provision and interaction within that.</p> <p>Improved confidence in non verbal/EAL children who are able to</p>	<p>1 – 2 years.</p>	<p>September 25</p> <p>Core books introduced and Knowledge organisers completed for each. The total communication approach has been started with visuals and spoken language being implemented. Makaton training for staff is ongoing.</p>

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			access provision using image prompts.		
<b>Curriculum access</b>	<p>To review our curriculum and explore how our provision mirrors our planning. "What does it look like in the classroom" approach.</p> <p>Review our focus, thematic or core book led.</p> <p>Continue to provide CPD to staff to develop specific understanding of how to teach children with SEND to improve outcomes</p>	<p>SLT time to review.</p> <p>Monitoring of current practice.</p> <p>Staff meeting time.</p> <p>Exterior training.</p>	<p>Staff better able to support children's needs</p> <p>Improved outcomes in communication and language and other areas of development.</p> <p>Assessment shows that children with SEND are making good progress</p> <p>Target Learning plans have <b>SMART</b> targets</p> <ul style="list-style-type: none"> <li>• <b>S</b>pecific</li> <li>• <b>M</b>easurable,</li> <li>• <b>A</b>chievable,</li> <li>• <b>R</b>ealistic,</li> <li>• <b>T</b>ime limited</li> </ul>	Ongoing and assessed regularly through staff training and monitoring.	<p>September 25</p> <p>Core books implemented. Provision enhanced and staff identified as leaders.</p>
<b>Access to information</b>	To review and improve current systems of	<p>Parent mail</p> <p>New school noticeboards</p>	Parent access of information improved and parents more	Ongoing	<p>September 25</p> <p>Following a review of communication, Tapestry has been</p>

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	<p>communication with parents.</p> <p>Continue to engage parents through in house activities.</p>	<p>Improved use of social media and the school website.</p>	<p>involved in school life.</p>		<p>chosen as the main form of communication. E mail and texts tried with little affect. Parent workshops continue and are well attended.</p>
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