

The Lime Nursery School and Children's Centre Accessibility Plan 2017 - 2019

Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Comments
Short Term	School is aware of access needs of children, staff, parents / carers and community users.	Each year carry out a confidential survey of staff and governors to ascertain access needs and where possible ensure they are met	Every September and or during induction.	Headteacher/Line Manager	All staff and governor access needs are met	
		To ensure staff training needs for managing children with additional medical needs is reviewed each year and that training is provided.	Every September.	SENCO	All pupils access needs are met	
		To ensure staff are aware of any access needs of new pupils and their family members / carers who will access the site.	Every September or when the need arises, as part of induction arrangements	Deputy Head	All pupil and family / carer access needs are met	
		To ensure the class teacher or Team Leader have completed a risk assessment for any child returning to school with a temporary physical need (i.e. following and injury)	As appropriate	Deputy Head	All pupils access needs are met	
		Ensure a translator is sought if a family requires	As appropriate	Deputy Head	All families are able to access information	

Access to Curriculum

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Comments
Short Term	Ensure due consideration is given when purchasing new resources to the principles of inclusion and promotion of positive images	Staff consider inclusion and positive images including all equalities groups when purchasing new resources.	On going	Deputy Head	Audit of resources and signs / notices shows all groups including equalities groups are represented positively.	
	To make adaptations to Group Time planning for children who attend for 30 hours to provide a balance of adult-directed activities and 'hands on' learning experiences.		September 2017		Children attending for 30 hours have access to appropriate learning experiences.	
Medium Term	There are planned opportunities in the curriculum to challenge and explore children's views and understanding of inclusion and equality within their local community and the wider world. Children should have opportunity to explore and challenge ideas.	Continue to develop opportunities to support children's well-being and personal, social, emotional development.	On going	Deputy Head	Children understand the principles of inclusion and issues surrounding the Prevent duty and can articulate their views and challenge prejudice or unfair behaviours	

Access to Information

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Comments
Short Term	To identify any parent/carers who do not have access to their child's Tapestry Online Learning Journal and provide a hard copy each term.	Parent/carers without access will be identified during Admission Meetings and/or Admin Team upon allocation of Tapestry Online Journal passwords.	On going	Deputy Head	All families will have access to their child's Tapestry Online Learning Journal.	
	Ensure parents / carers are accessing information.	Information will be made available to parent/carers via the website, termly newsletter, signs, letters and handouts. Additionally significant curriculum related information will be published in all children's Tapestry Online Learning Journals.	On going	Admin Team, Deputy Head and Teachers	All families are well informed of events and dates for their children.	

Updated September 2017