

## The Lime Nursery School and Children's Centre Accessibility Plan 2017 - 2020

### 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.	Rachel Barnwell	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	Rachel Barnwell	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	Rachel Barnwell	All pupils access needs are met	
		Ensure a translator is sought if a family requires	As appropriate		All families are able to access information	

## Access to Curriculum

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Comments
<b>Short Term</b>	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	Rachel Barnwell	Audit of resources and signs / notices shows all groups including equalities groups are represented positively.	
<b>Medium Term</b>	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.  Introduce 'Jigsaw' as a vehicle to deliver PSHE curriculum across the nursery school	On going  November 2020	Rachel Barnwell	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
<b>Short Term</b>	To identify any parent/carers who do not have access to their child's Tapestry Online Learning Journal and provide a hard copy	Parent/carers without access will be identified during Admission Meetings and/or Admin Team upon allocation of Tapestry Online	On going	Rachel Barnwell	All families will have access to their child's Tapestry Online Learning Journal.	

	each term. Ensure parents / carers are accessing information.	Journal passwords. 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, SLT and Teachers	All families are well informed of events and dates for their children.	
--	--	---	----------	------------------------------	--	--

Updated September 2020