

6. Action Plan

Aim 1 To continue to develop access to the broad EYFS curriculum for pupils with a disability.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To liaise with any other providers and parents to review potential new intake	To identify pupils who may need additional to or different from provision for the next intake	Ongoing	EHT HN	Procedures/equipment /ideas/action by each Sept term.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	EHT HN	All policies clearly reflect inclusive practice and procedures
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	EHT HN	All staff Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	EHT HN	All staff Outside agencies Clear collaborative working approach
	To ensure full access to the curriculum for all children	CPD for staff to recap and update support for children with a disability: Ongoing HT AHT Advice taken and strategies evident in 9 children. • The use of earlier age bands in the EYFS to assist in developing learning opportunities for children and also in assessing progress • A differentiated curriculum • A range of support staff including the support of LA LSO's. • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy as appropriate	Ongoing	SENCO Ed Psych	Nursery practice

Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN pupils.	Recall meetings to update all staff Scrutiny of assessment system Regular liaison with parents	Ongoing	EHT HN SENCO	Progress made towards SEN Support Plan outcomes
	To monitor attainment of Able, G & T pupils	Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list	Ongoing Annually	HN Nursery nurses	Able G&T children making proportionate progress. Achieving above average results
	To promote the involvement of disabled students in key group discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school

Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SMT Governors	All children making good progress.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually	Termly SEN Governor / SENCO meetings SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Improve physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	All staff	Enabling needs to be met where possible.
	Ensure environment is appropriately calming and conducive to engagement and focus for all children.	To provide a holistic learning climate that thoughtfully plans the spaces and resources that enables all children to engage in deep learning- at their own levels according to their special needs and disabilities	Ongoing	All staff	Warm, inviting, purposeful environment maintained
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of Support Plan process as appropriate • Include questions in the on entry pupil information forms relating to parents/carers' access needs and ensure they are met in all events 	With immediate effect, to be constantly reviewed	All staff	Enabling needs to be met where possible
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	HN Occupational health/ Portage	All children are kept safe in nursery
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Offer a telephone call to explain letters home for some parents who need this or larger print if appropriate • Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve community links	School to continue to have strong links with schools in Durham Authority and the wider community.	Ongoing	All staff	Improved awareness of disabilities/the wider community of Spennymoor and the world and their needs Improved community cohesion

Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop outdoor facilities for all ages.	Look for funding opportunities.	Ongoing Whole school approach Inclusive child-friendly play areas	Whole school approach	Inclusive child-friendly play areas
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters	Ongoing	Whole school Caretaker	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' eve/annual reviews	Ongoing	HN Staff team	Two way communication in place
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Raising awareness of font size and page layouts will support pupils/parents with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	Ongoing		Parents and children are aware of all communication

Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	Information collected about children. <ul style="list-style-type: none"> • Records passed during transition from 2 year old room Annually AHT All key people Outside agencies Each teacher/staff member aware of disabilities of children in their key group and the wider nursery 15 • Annual reviews • Support plan meetings • Medical forms updated annually for all children • Education, health and care plans • Significant health problems – children's photos displayed on group room notice board and kitchen area / info kept in separate file in staffroom 	Annually	HN All key people Outside agencies Office staff	Each teacher/staff member aware of disabilities of children in their key group and the wider nursery

Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Continual review and improvement	SLT	Effective communication of information about disabilities throughout nursery