

## Accessibility Plan Midland Road

Reviewed Summer Term 2020

September 2020



Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
<b>Staff training</b>						
1. Embed alternative and augmentative methods of communication	Audit of staff training needs.	Training needed on visual support and Makaton.	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.	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	More children are able to access the setting safely with adults able to respond quickly to their medical needs.	To Audit environment to ensure there are adequate opportunities for children with physical difficulties to	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	Environments change responsively to children's varying needs. Children with a range of needs can be

	Feeding, Administering oxygen and Epilepsy specific medications.	Further Training is received and monitored regularly in order to meet children's needs.	access all areas of the setting independently, as well as safe places to play.		to be able to independently access all areas of the setting. To achieve the PDNET Physical Friendly School Award.	accommodated within the setting.
<b>Teaching and learning</b>						
1. Children access a broad and balanced EYFS curriculum	Switch toys and cause and effect resources will be purchased to enhance teaching and build on children's skills.	Children will have access to a range of appropriate resources according to their needs.	Adjustments to the physical environment are made to improve learning opportunities for all children. Children will have access to quieter spaces.	Children accessing enhanced places will have access to a separate classroom where they will be based at the beginning of the sessions. Children will have quiet spaces to for use when needed and to complete 1-1 work on individual areas of need.	A new sensory room will be developed and in use for children, catering for a full range of senses.	Children will have access to a high quality sensory room with a range of resources to support each sense.
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 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

			children. Sensory profiles are in use to support children's needs and audit the suitability of the setting to meet those needs.			than expected progress within the right assessment framework.
<b>School estate – minor capital expense</b>						
1. Sensory room meets a wide range of needs.	The sensory room will support cause and effect through switch toys.	This supports the development of a range of play and learning skills for most children.	Shelving and appropriate storage to be installed.	Storage will provide space for collections of sensory objects which can be used to meet a range of children's needs.	Musical equipment will be purchased to support the prime areas and increase opportunities for children to be creative.	Children will have access to a wide range of musical equipment, both acoustic and digital to enhance creativity and build on their cause and effect understanding.
2. Changes to the outside area to provide improved access.	Risk assessment and audit of outdoor environment to identify barriers to access.	Barriers identified see medium/ long term and major capital expense items.	Wild garden space to be developed further with sensory experiences in mind.	Opportunities for feeling/smelling/tasting to be developed and extended. New planting to support sensory experiences.	Wheelchair accessible pathways on grassed areas.	Pathways would ensure safe movement in all weathers and minimise slips, trips and falls.

<b>School estate – major capital expense</b>						
1. Improvements to sensory spaces	Sensory room to move and new equipment to be installed.	A wider range of needs can be met within the new space and groups can access more effectively.	The sensory room to include sound and movement activated equipment.	Children with physical, visual and hearing impairment can use the room to develop their play and learning skills.	Range of large equipment to be installed that supports sensory learning.	Children's needs will be met through a range of immersive equipment to include all of the senses.
2. Changes to the indoor areas to redesignate spaces.	Green room to have acoustic panels fitted.	Children will have access to a quieter environment. This will be of particular benefit to children that find loud environments overstimulating.	Classroom base to be created for EYESP children. To provide a quiet learning and breakout space. Furniture and resources to be purchased and available for children to use.	Children and EYESP team have a space to work on meeting ISP targets, practising skills and rest and relax where needed.	Community space to be created for the use of Portage, baby massage and stay and play groups within the setting.	Children and families would use the setting as a community hub, children with Special Educational and/or Medical needs access the setting from birth onwards. Sinks to be installed in the Portakabin areas

**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.</p>	<p>1. 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 of their new setting. Children and families are actively part of the transition process to their next setting including virtual tours, zoom meetings.</p>
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