



## **Rachel McMillan Nursery School and Children's Centre**

### **Accessibility Policy**

At Rachel McMillan Nursery School we aim to provide a rich and varied environment through a play based curriculum. We believe that all children develop and learn at different rates and this is reflected in the general curriculum and philosophy of the school. We have taken steps to ensure that the physical environment, curriculum and information are accessible to mums, dads, carers and children.

#### **The Physical Environment**

The school is built mostly on one level with accessible doors and all shelters have access to the garden area. The doors are wide and wheelchair accessible and the main gates are opened fully at the beginning of the day, and whenever needed, to allow access for wheelchair users and double buggies. The shelter doors are always kept open during free flow play, providing an open, accessible but safe environment for all of the children at the nursery. There are also accessible toilets for adults and children within the whole school site. As appropriate, table heights are adjusted for children in wheelchairs to ensure access to all activities. There are some areas of safety surfacing in the garden area. At the nursery we are also committed to providing a rich and stimulating physical environment.

#### **The Curriculum**

At Rachel McMillan we offer a very accessible curriculum in which independence is promoted, with children having free choice of activities and resources throughout the setting. Staff meetings are held regularly to discuss SEND children and plan for any intervention/differentiation that will ensure all children have access to the curriculum. IEPs are written and updated on a termly basis and strategies are shared with all staff at the fortnightly Children's Meetings. The IEPs are also incorporated into the planning to ensure that each child's targets are being planned for and met. (see SEND policy). Support workers are sometimes employed to strengthen the team around individual children based on need, to ensure that they are gaining full access to the curriculum. Advice on additional resources for children with SEND is sought regularly from external agencies including ASD Support, Speech and Language Therapists and Educational Psychologists. These resources e.g. visual timetables, are used with all of the children at the nursery.

Alternative communication systems (i.e. Makaton) have been used to help children with communication difficulties access the curriculum. Members of staff have also completed

training courses for Makaton and PECs in order to support children with speech and language difficulties.

## **Information**

At the nursery we make information about what's happening at the school accessible to mums, dads and carers in different ways, including printed newsletters, web site, displays of work, parent information boards and Stay and Plays.

Admission interviews and Home Visits with every family, inform mums, dads and carers of our settling procedure for new children (see Settling Policy).

The nursery timetable is set up so that staff are available, especially at the beginning of each session, for informal discussions between Family Workers and mums, dads and carers. Mums, dads and carers are also able to make individual appointments with staff to discuss their child's progress and during termly parent consultation evenings.

When a child leaves nursery to go to primary school, transition meetings may be held to pass on any concerns/information about a particular child.

Every child is monitored carefully by all staff and if any concerns arise, the child's Family Worker will invite the mums, dads or carers into the nursery for a confidential discussion. Parents and children's privacy is always respected.

The children at the nursery are actively involved in self-evaluation through their Profiles and Special Books. The children regularly choose photos and work they have done to put into their Special Books. Each child's Family Worker looks at the photos and work with the child on an on-going basis, asking them questions about what they are doing and how they learned to do that.

Mums, dads, carers and children are made aware of their Family Workers when they start at the nursery.

## **Monitoring**

The Headteacher, in consultation with the Deputy Head/Inclusion Leader, the Premises Manager and Governors will monitor and report on the success of the Access Policy.

Reviewed: October 2015

Next review: October 2016