



## St Mary's College (EYD Department)

### ACCESSIBILITY PLAN FOR 2023-2026

**Strategy for Accessibility:** All students have equal access to College EYD facilities in keeping with our Mission Statement and Inclusion and Equality policy.

#### Strand 1 – Improving access to the physical environment.

	Targets	Strategies/Costs/Resources	Outcome	Timescale	Targets achieved
<b>Short Term</b>	Accessibility and use of outdoors promoted for all age groups Inc. suitable play equipment and loose parts play (See Medium Term also)	<p>Timetable of activities incorporating all areas- 0 cost</p> <p>All weather suits Source costs or parent request to send in for mud pie area and forestry area plus puddles</p> <p>Review access to forestry area for under 2's</p> <p>Budget includes loose parts but also need to complete audit of outdoors play equipment</p>	Staff have identified the outdoors areas as a USP of our setting as have parents. Need to make more accessible use and encourage staff to us it as another "playroom".	On completion of roof works and from January 2024-completion by Autumn 2024	
	Transition to Kindergarten and Pre-School from Tots-problematic as too familiar with front door drop off/ collection	<p>Morning activities outdoors at parent drop-off to ease transition – Staff identified need for fun and active timetables for start and end of day</p> <p>Use a visual timer</p>	Children engaged with staff as soon as leaving parents and parents see staff engagement outdoors	Ongoing for 2023-2024 Review Summer 2024	

		<p>with older children so they know how much quiet time is left Use gentle returns to awake rooms from sleeps quietly retuning children to rooms</p> <p>Inform parents of quiet times to request they do not disturb these times with impromptu arrivals at setting</p> <p>Staff returning from lunches and moving around building to maintain quiet times</p> <p>New funding for 2 year olds April 2024 decision made to reduce flexibility of hours to 8am/ 8.30am drop off no longer have 9am. Review with introduction for 2 year olds prior to 30 hours from September 2024</p>	<p>Relaxed children who come from sleep times self-regulated and content.</p> <p>Less anxiety and calm play rooms and movement around the setting</p> <p>Parents do not come in to drop off or collect now. Tours and induction visits have been restructured for this reason.</p> <p>Reduce noise levels and activity sessions start promptly after toast time to improve focus and calm atmosphere for all</p> <p>Posters and signage to indicate quiet times; story time, letters and sounds, circle times, focussed role-play. A.Walsh now completed Eklan and will do Language</p>	<p><i>Review impact January 2024 onwards and look at Language and communication friendly status</i></p> <p><i>Initial reviews: September 2024 January 2025 April 2025</i></p>
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			Champion to form language group of staff inc. Head of EYD also Ekklan trained. Re-visit SSTEWS		
<b>Medium Term</b>	<p>Accessible toilets on all floors and inclusion of changing facilities in basement.</p> <p>Review lighting in play rooms and ensure softer lighting is introduced &amp; Reduction of noise levels nursery setting</p> <p>As Short term plan: Accessibility and use of outdoors promoted for all age groups</p>	<p>New changing bench to be constructed in upper floor toilet area with appropriate resource and storage areas. AH to speak to maintenance re location, strength needed and cost.</p> <p>Theme – Bringing outdoors to inside with plant walls and softer lighting, noise reduction panels, moss wall and sound clouds Soundproofing of upper floor play rooms</p> <p>Reduce lighting stimuli for ASD/ SP children and review</p> <p>Outdoors Literacy shed in situation needs resources inside. Indoor dens or boxes for children to find and be quiet</p>	<p>Equality of access for children requiring toilet training resources and being changed in the basement, Inclusion plan from SENIS attached. Storage space reviewed and planned with TG for once roof repairs are done and wall repaired by chapel</p> <p><i>Tots playrooms to be planned for Summer 2024 Cap Ex and corridor .</i></p> <p><i>Shed in place but delayed planning as no access whilst roof works in progress.</i></p>	<p>Cap Ex plan 2024</p> <p>Started on plan 2022-2023 not being developed throughout</p> <p>April / May 2024</p>	<p>Basement toilets moved and accessible changing bench has been put in. in the event of non-mobile child then risk assess.</p> <p>Upper floor and basement playrooms completed just need decoration repair from roof leaks 1 x 0-2's room completed just need lights</p>

<p><b>Long Term</b></p>	<p>Access easier to all 3 floors of EYD. Currently access to ground Floor and Basement playrooms only along with outdoors area.</p> <p>Improve the physical nursery environment to ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs</p>	<p>Installation of a lift from Ground Floor to Upper Floor. No costs yet. This will involve a separate fire exit to be constructed from the upper floor to the ground floor. TG to gather quotes</p> <p>The school will take account the needs of pupils 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, clear signage and more accessible facilities and fittings.</p> <p>Create risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where</p>	<p>Equality of access to all pre-school playrooms. <i>Would involve re-configuration of area at foot of stairs to basement and could cause emergency exit reduction.</i> Basement/ ground floor is access friendly and allows full inclusivity to all EYFS areas including outdoors provision,</p> <p>Costs to be estimated when discussing needs of individual child and budget.</p> <p>Annual cap-ex review ongoing</p>	<p>Budget allowing</p> <p>Review again September 2024</p> <p>Ongoing</p>	<p>As outcome</p> <p>As full as possible inclusion for all pupils. Safe evacuation in an emergency.</p>

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		needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.			
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## St Mary's College

### ACCESSIBILITY PLAN FOR 2023-2026

**Vision for Accessibility:** The provision of materials that remove some existing barriers to learning  
**Strand 2 – Improving the Access to Learning and Development/ Equality of curriculum access**

	<b>Targets</b>	<b>Strategies/Costs/Resources</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Targets Achieved</b>
<b>Short Term</b>	Ensure all children have access to speech and language development. Recognition by staff of need for specific speech and language training to assist in children's development. Recognition by staff of barriers to speech and communication for all children under 3years and beyond	<p>Revised from previous plan:</p> <p>ELKLAN trained staff in 0-2's, 2-3's &amp; 3-4's departments Cost £140.00 for assessment</p> <p>Use of advice line from S &amp; I therapists in Sefton Cost Nil</p> <p>Retired EYD Governor link to ASD &amp; Speech and language pathway</p> <p>Advice and guidance to staff co-ordinated by SENCOs. Termly SEND meetings with KP and Seniors to cascade to staff.</p> <p>Half –termly meetings between SENCO and Head of EYD</p>	<p>Staff providing more opportunities for enhanced speech and language development. through Elklan trained staff – focus of the month/ story of the month and/ song or rhyme of the month</p> <p>Quality interactions for all children with REAL strategies being developed throughout nursery and SSTEWS work Posters and signage to indicate quiet times; story time, letters and sounds, circle times, focussed role-play. A.Walsh now completed Elklan and will do Language Champion to form language group of staff inc. Head of EYD also Elklan trained. Re-visit SSTEWS</p>	<p>Permanently on-going as want to achieve Communication Friendly / language Champion setting</p> <p><i>As needed after termly review meetings with outside agencies.</i></p> <p><i>Started October 2022 February-March 2023 Staff involved with children initially</i></p> <p><i>AH doing January 2024 onwards then to deliver with</i></p>	<p>Targets will be achieved with practitioner knowledge of individual children and through baseline and transition assessments alongside the integrated 2-year checks and on-going (formative assessment)</p> <p>Children transition to Year R with independence and confidence</p> <p>Impact reviewed staff meetings and further training arranged</p>

	<p>Makaton training completed in two stages now to be used in all rooms as a "tool" for communication for non-verbal, EAL and children with s &amp; L difficulties</p> <p>Autism Awareness Training for staff and revisit sensory processing disorder</p>	<p>INSET training for staff to understand Autism/ Sensory Processing Disorder and its identification. Additionally for all staff to develop effective strategies to assist, assess and plan for a child with ASD/ SPD.</p>	<p>New SENCO trained to cover maternity leave.</p> <p>Staff have a deeper knowledge of SEN process and especially graduated approach. Training for all staff in play plans</p> <p>Impact on children's understand of language alongside their listening and attention to improve their outcomes</p> <p>External trainer booked for INSET day 1pm-4pm 24.05.24</p> <p>Sensory Processing training accessed via Alder Hey Cost Nil Source SP training through Sefton SPOT team</p> <p>Governor link Cost Nil</p>	<p><i>other trained Elklan staff briefings and training to other staff</i></p> <p><i>Ongoing January 2023- continuing through Sefton</i></p> <p><i>Inset training 2024</i></p> <p><i>Makaton training ongoing where necessary</i></p>	<p>Reviewed at all SENCO / Head of EYD review meetings and through staff supervisions.</p>
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<b>Medium Term</b>	<p>Further training for staff in SEN provision to include moderation and assessment, well-being and involvement, developing deep practice in communication and language and behaviour management. Use of iConnect for SEND</p> <p>To review policies to ensure that they reflect inclusive practice and procedure</p>	<p>SENCO Award training as mentioned above WELLCOMM training accessed by different staff</p> <p>Staff to discuss Graduated Approach in briefings with current and incoming SENCO</p> <p>Staff Meetings Policy and practice training Feedback from courses</p>	<p>Staff make more use of assessment tools available from Wellcomm, ICan and ELDP, using these alongside EY Outcomes</p> <p>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</p>	Ongoing	Staff more informed to discuss vulnerabilities in children/ health plans more effectively completed for assessment involving outside agencies.
<b>Long Term</b>	<p>To liaise with medical establishments to train staff on on-going medical conditions that affect children's care and education routines</p> <p>Staff Accessing newly set up SEND advice line with Sefton LA to help support, plan</p>	<p>Train staff with external agencies on medical conditions present in the nursery and ongoing as the child transitions through the department</p> <p>Staff supported by SENCOs and LA in recognising and supporting children with additional</p>	<p>Staff confident in response to individual care plans for example seizures and the different conditions resulting in seizures- Alder hey epilepsy team Peg feeding for Adrenal Crisis</p> <p>Informed staff on procedures and play plans plus awareness of graduated approach and feeling confident</p>	Ongoing  Ongoing January 2023	



	and review children with low- level concerns and/ or complex needs.	needs both long term and short term February 2024 introduction of 2 new graduated approach SENIS advisors	in supporting children and their families, Consistent progress for all children with concerns or need ing more support		
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## St Mary's College

### ACCESSIBILITY PLAN FOR 2023-2026

**Vision for Accessibility:** The provision of materials that remove some existing barriers to learning

**Strand 3 – Improving the delivery and availability of accessibility information to pupils, parents/ carers and staff**

	Targets	Strategies/Costs/ Resources	Outcome	Timescale	Targets achieved
<b>Short Term</b>	Ensure we provide information for parents/ carers in a variety of formats, languages and awareness of any parental/ carer disabilities	Nil  iConnect Comments and emails  Telephone calls and translation using google translate and foreign language staff members	Clarity of communication between home and nursery	Ongoing and permanently reviewed	
	Non-verbal/ EAL children may struggle with routines. Visual timetable in all playrooms	Pictorial representations on designated areas in rooms  Investment in tactile timetable for ASD/ ADD children who may need to move and structure the pictures themselves	Confident and secure children involved in their daily routine and understanding the contextual Now/ next	Will continue to seek advice from external agencies	Summer 2025 for two new playrooms to have "outside in" theme as mentioned in Strand 1 Medium Term

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