

Greenhall Nursery DES/AP action plan

March 2018 – March 2021

Aims

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

Area for development	How will this area be met	Key actions	Person responsible	When by	Success criteria	Progress to date
<p>Increase access to the curriculum by:</p> <p>Continuing to embed use of ATAAC throughout the nursery</p> <p>Little Learners is carefully planned to ensure the access to and inclusion of all learners</p>	<p>Ensure consistent provision and use of ATAAC across the whole setting including Signs, symbols, Objects of reference</p> <p>As above</p> <p>Differentiated activities</p>	<ul style="list-style-type: none"> - Audit use of ATAAC across setting - Every pupil has access to ATAAC - OOR in each area of building - Symbols on each door at child height - All staff sign continually - Play boards in all provision areas and consistently modelled by staff 	<p>JdC / NH / AP</p> <p>NH, AP, KA</p> <p>AP</p> <p>NH, AP, KA</p> <p>KA</p> <p>NH, AP, KA</p>	<p>March 2019</p> <p>Ongoing</p> <p>Dec 2018</p> <p>Dec 2018</p> <p>Ongoing</p> <p>Dec 2018</p>	<p>All pupils have a 'voice' and access to appropriate ATAAC</p> <p>Greater progress in Communication & Language development</p> <p>Progress continues to be outstanding</p> <p>Inclusive learning environment</p>	<p>Dec 2019 – OOR bags for several Greenhall pupils</p> <p>Dec 2019 - Two members of staff have completed Makaton Stage 1. One member has completed stage 2.</p>

<p>To ensure that all staff consistently maintain high levels of challenge by giving children time to respond and become even more independent</p> <p>Increase children's capacity to learn through careful adult-child interactions and questioning</p>	<p>All children to be given time to respond</p> <p>Use of open ended questioning</p> <p>All children to be given time to become even more independent</p> <p>Independence is one of our core aims – a greater understanding of what this means and what it looks like</p>	<p>NH to model questioning and coach staff on how to enable our children working at higher stages of development cognitively to be more independent (how to think and problem solve)</p> <p>- INSET on open and closed questioning</p> <p>AP to write programmes for each physical group, monitor these and coach staff in facilitation</p> <p>Headteacher to work alongside HLTA once a week to provide coaching, mentoring & support in absence of class teacher</p> <p>CE focus week once a half-term alongside CE awareness week</p> <ul style="list-style-type: none"> - Active transfers - Transferring from floor - Problem-solving - Manual facilitation - Motivation 	<p>NH</p> <p>NH</p> <p>AP</p> <p>JdC / KA</p> <p>JdC / AP</p>	<p>Ongoing</p> <p>Spring 2019</p> <p>Half-termly</p> <p>Ongoing</p> <p>Half-termly</p>	<p>Staff are more confident</p> <p>All children are challenged consistently by all staff</p> <p>Increased levels of independence</p> <p>'Can do' attitude is prevalent in the setting</p> <p>Open-ended questioning is used more, particularly with children working at higher stages of development</p>	<p>Dec 2019 – INSET taken place on loose parts and ITMP</p> <p>July 2019 – Programmes in place for all groups</p> <p>Sept 2019 – reviewed groupings and programmes</p>
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		Self-help skills				
<p>Increase access to the physical environment by:</p> <p>Continuing to improve access to outdoor areas</p>	<p>Further development of hedgehogs outdoor area</p> <p>Carefully plan and develop outdoor learning environment that meets the needs of learners</p> <p>Ensuring children can access outdoor areas safely</p>	<p>Hedgehogs playground area to be resourced appropriately and be dynamic</p> <ul style="list-style-type: none"> - Audit current provision - Produce action plan & implement - Area to be used regularly <p>Continuous provision to be changed regularly with enhancements added that are appropriate to the needs of children</p> <p>Annual jet washing of all paving slabs, paths and wet our areas to prevent algae build up and slipping</p> <p>Fit a playhouse on main playground</p>	<p>October half-term 2018</p> <p>Ongoing</p> <p>Ongoing</p> <p>Site Supervisor</p> <p>JdC / site supervisor</p>	<p>AP</p> <p>AP NH</p> <p>In place by Spring 2019</p> <p>Autumn 2018</p>	<p>Hedgehogs playground is an inviting learning environment that has a greater positive impact on teaching and learning</p> <ul style="list-style-type: none"> - Children are engaged and staff want to go outside! <p>Building & outdoor areas are better utilised and meet the needs of stakeholders</p> <p>Enriched provision provides opportunities to maximise pupil progress</p> <p>Children have a greater understanding of and interest in the world around them.</p>	<p>Dec 2019 – Area has developed in terms of provision on offer</p> <p>Oct 2019 – pathway jet washed</p> <p>July 2019 – playhouse in place</p>

Ensuring the building is as accessible to disabled adults as it can possibly be	To embed Forest Schools at Greenhall & Little Learners	Develop better access for children to mud kitchen	Site supervisor / JdC / NH	March 2020	
		Staff member to complete training	PR	Summer 2019	Dec 2019 – Forest School training completed
		Each class and pre-school in LL's to take part in weekly Forest School Session	PR, NH, KA	Ongoing from Autumn 2018	
	Review accessible toilet	Fit handle on emergency help cord in accessible toilet	Site supervisor	Summer 2019	Dec 2019 – in place
		Consider painting hand rails red in toilet for VI	Site supervisor	Summer 2019	
		Fit wall mounted paper dispenser to free up floor space for wheelchair	Site supervisor	Summer 2019	
		Label Reception area clearly	SJ	Autumn 2018	
	Ensure areas are clearly accessible				
Explore viability of installation of induction loop facility.	Costings Implications Consider procs & cons	Site supervisor / JdC	Spring 2020		

<p>Increase access to information by:</p> <p>Extending the provision and use of ATAAC</p>	<p>Review height of signage to ensure child access</p> <p>Increase use of signs and symbols and objects of references</p> <p>Further develop staff skills at promoting child access to IT</p>	<p>Ensure symbols are at child height</p> <p>KA to be trained to teach Makaton</p> <p>Monitoring of use of ATAAC & modelling best practice</p> <p>Training</p>	<p>All staff</p> <p>KA</p> <p>JdC / NH / AP</p> <p>JdC / AP</p>	<p>Best practice embedded by Dec 208</p> <p>Ongoing</p>	<p>Communication-rich environment</p> <p>More consistent use of ATAAC</p>	<p>Dec 2019 – KA has completed 2 Makaton training courses</p>
<p>Developing how communication is shared</p>	<p>Ensure all font is 12 point sized print</p> <p>Review written materials</p>	<p>Develop Greenhall information / prospectus</p>	<p>SJ</p> <p>JdC / NH</p>	<p>Summer 2018</p> <p>Summer 2019</p>	<p>Communication at Greenhall is effective</p> <p>Written materials are up-to-date</p>	<p>All font is size 12</p>