

Kenilworth & Whitnash Nursery School's Accessibility Plan - 2025 to 2026: Improving the Curriculum Access

	TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
CPD	Continue Training for staff in the best practice of 'taking principles in to practice for SCERTs approach to support neurodiverse children and their families and integrating the Warwickshire SCERTs materials	All staff attend twilights that develop SCERTs principles into practice. knowledge based on SCERTS training	All staff are familiar with profile grids and understand how we practically plan for and best support neurodiverse children based on shared case study training. Focus on what this may look like for neuro- diverse children will broaden staff knowledge and understanding of children's unique needs and how we may approach and support them. Use of simplified SCERTs materials for Warwickshire to support monitoring,	September 2025 onwards, with CPD targets for TAs	Children with SEND are offered an appropriate experience that considers their unique needs and staff work together to develop profiles to best understand each child.
CPD	Executive Headteacher to continue to plan and develop enhanced inclusion spaces in each school and take part in local WCC project.	EHT will link with 3 MNS HT colleagues to work with IDS lead for WCC on development of enhanced inclusion spaces in MNS in Warwickshire	The MNS will be able to demonstrate the SEN pathways of children who attend in enhanced inclusion spaces, with case studies and feedback on impact of the work. Regular monthly meetings will 'roll' EIS on to the next chid as EHCPs are achieved.	Yr 2: Autumn 2025 For review by Spring 2026	Case studies and policy will both be developed with a focus recognising the work and value of the SEN teams in MNS.

CPD	Training to begin for KNS Assistant Headteacher to begin NPQSEN (with UCL) and for WNS SENCo to complete	Nursery Teacher to begin NPQSEN	The KNS Assistant Head Teacher will begin NPQSEN study (18mth) training course with UCL. In each school teachers will develop into the role of SENCo across 2025.26 working beside the EHT. 1 day per week is to be non-contact time for SENCo paperwork, meetings and observations.	Completion by February 2027	WNS Nursery Teacher to become a fully qualified SENDCo A record of SENCo work and its division across the team will be kept in a new summary document. A new file system will track the chronology of work and allow timeframes to be chased so EHCNA processes are smoother and the school receives funding appropriately.
Environment	Each school continues to develop 'little space' which is a lower sensory, quieter space that the ASD children can access to make their session manageable in response to current users. This will be revisited with an emphasis on visual communication systems	Review and implement a preferred layout of furniture and equipment to support a low sensory space. Use of visual symbols, group time timetables across the school for best practice inclusivity Picture exchange system to requests resources in little space to be in use.	Communication is clear or supported visually with gestures or symbols where necessary, to make adjustments to accommodate the needs of individual pupils who are at different stages of speech development and for whom understanding levels are not yet clear. Children have ready access to a range of resources to support their learning and staff accept verbal and non-verbal responses, noticing and respecting the "100 languages of	Ongoing	Develop 'little space' in both school which is a lower sensory quieter room for use by ASD children.

			children” Children use OOR to go to little space or physical intentions. Adults reflect on and replan little space. In little space children must choose a means a communication to select resources, from pointing to picture selection and exchange.		
Environment	Each school continues to evaluate and access the environment to ensure it is accessible and developmentally appropriate for all children who attend, including those with physical needs/disabilities, sensory needs or medical conditions.	Ongoing collaborative work with partner professionals who advise on adaptations and room layout that maybe specific to the needs of an individual child, including seating and furniture height.	KNS & WNS are the ‘right place at the right time’ for all children who want to access high quality early education. Children’s specific and individual needs are always considered fully and environments adapted	Ongoing in response to need	Environments are adaptable and appropriate for all children’s needs. Equal access bathroom is now in place and provides a large changing and toileting space at WNS.
Specific training to support medical needs	Each school will determine additional training that may be necessary to support children with specific medical needs	KNS: anaphylaxis training to be accessed online. WNS: specific manual handling training to be	Time will be planned in the first week s of autumn term for the KNS team to refresh their anaphylaxis training (Online via anaphylaxis association) to build on training already received via		A chair with ‘arms’ may be purchased to support a specific child at WNS. Once advice from OT has been received

		accessed by NN team and TAs.	paediatric first aid last year. Then to plan processes specific to new child's needs. NN team will be supported by IDS teacher, Emma Clarke to access manual handling training that is specific to a child's needs.		
Information	Ensure all families can access information equally by using a range of methods.	Use of Learning Journal app with supported sign up process for weekly updates, individual information, e-newsletters and messages. Facebook site with same updates but no personal information Hardcopies of learning Journeys and newsletters and messages Message board Optional direct e-mail contact for working parents Dual copies for	All families have fast access to messages and newsletters All are able to access the APP. All are invited to select a communication method that best meets their needs. This is monitored so no one is missed. All families to be supported to attend PACT days and needs to be considered and adaptations planned as needed.	ongoing	Monitoring of LJ use demonstrates a broad spread across all parent groups. Maximum numbers of parents attend PACT days.(aiming for 90% in each school)

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