

Kilburn Infant and Nursery School Accessibility Plan 2023 - 2026

1. Improving access to and participation within the curriculum.

To increase the extent to which disabled pupils can participate in the school curriculum

Our aim at Kilburn is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success criteria
SEND register and information on children with additional needs to be updated.	Inclusion Leader	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Meet with parents of children when SEN plans have been updated.	SEND register SEN plans EHCP plans	Termly	SEN needs will be up-to date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents/carers	Inclusion Leader HT SLT Teachers	Introductory meetings each term with teachers, followed by termly meeting with parents and carers. Termly review meetings with parents of children with EHCPs. SEN drop ins termly	SEN plans and register EHCP's Time and space	Termly	Increased engagement of parents/carers
Effective communications with nurseries and schools to provide a quality transition.	EY Leader Inclusion Leader HT	To identify pupils who may need additional to or different provision for the September and mid-year intake. Inclusion Leaders to build relations with other local SENDCOs.	Time	On-going	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing	Inclusion Leader HT	Internal and external training from outside agencies- SSEN, Educational Psychologist, Autism Outreach team, Speech and language, EP and OT etc. TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. Inclusion Leaders to	Staff meeting TA training Inclusion Leader/Teachers time External agency training	One year	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.

potential barriers		do 1:1 sessions with teachers if needed.			
Use appropriate assessment tools and activities for children working at pre-key stage levels	Inclusion Leader EY Leader HT Staff	Ensure staff are familiar with celebratory Checkpoints, Formative Footprints and the Engagement Model Use other professionals suggestions for adaptations of the curriculum.	Inclusion leaders time Teachers time External agency support	On-going	Children working pre EY or NC stage will have consistent approaches for assessment and planning. Children will access every subject in a tailored way.
Appropriate use of specialised equipment to benefit individual pupils and staff	Inclusion Leader EY Leader HT Staff External agencies	Tablets, sloping boards, wobble cushions, weighted blankets, sensory area, pencil grips, fidget toys, chew buddies, therabands etc Communication boards, Makaton	Audit of equipment and needs Staff training Cost of resources	On-going	SEND children have appropriate equipment and resources which supports their learning and removes barriers to learning
Appropriate use of intervention and their success and impact on progress	Inclusion leader EY leader HT Staff	Track intervention success Staff interventions to allow for optimum outcomes for pupils with SEN. Incorporate Zones of regulation interventions	Insight Training on new interventions through external professionals Resources required to deliver interventions	Ongoing	Progress and attainment of all children is good or better from their starting point
<p>2. Improving access to the physical environment To improve the physical environment of the school. To increase the extent to which disabled pupils can take advantage of education and associated services.</p>					
Ensure all children feel safe and involved at playtimes.	Inclusion leader HT All staff	Playground friends to encourage children to join in games Play leaders to report children who may not be involved at playtimes at MDS meetings and to teaching staff	Training for playground friends MDS meetings Buddy system for new children	On-going	Children feel safe in school - evidence in pupils voice

Make use of the new sensory area	Inclusion leader HT All staff	Children to use the Sensory area for regulation.	Timetable for sensory area	On-going	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.
3. Improve the access of delivery and written information To improve the delivery of information for disabled pupils and parents.					
Review documentation on website to check accessibility for parents	Inclusion Leader HT	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time	On-going	All parents/carers will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	Inclusion Leader HT Office Manager	Ensure parents/carers with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents/carers in who may need support completing forms.	Office time	On-going	Parents/carers are able to access all information
Improve use of Makaton and the pictorial symbols	Inclusion Leader All staff	Continue to ensure Makaton is used across school. Ensure that Makaton signs and symbols are displayed in and around school.	Time Display resources	On-going	The whole school community are using and accessing Makaton.