

# Accessibility plan

Chalvey Nursery School  
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SL1 2SR



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### 1. Aims

Under the Equality Act 2010, schools are required to have an accessibility plan. The purpose of this plan is to:

- Increase the extent to which disabled children can participate in the curriculum.
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled children.

#### **Our commitment**

Chalvey Nursery School aims to treat all children fairly and with respect, providing access and opportunities without discrimination of any kind.

We have high aspirations for all children, including those with disabilities. Our aim is for all children to participate and achieve in every aspect of nursery life. We are committed to identifying and removing barriers to learning, valuing each child as an individual, and providing additional resources where necessary to support good educational progress.

The accessibility plan will be made available on the school website, with paper copies available on request.

We ensure staff receive training on equality issues, including disability awareness, in line with the Equality Act 2010. The school also supports partnerships that develop and implement this plan.

Any concerns regarding accessibility are addressed through the school's complaints procedure.

## 2. Legislation and Guidance

This plan meets the requirements of **Schedule 10 of the Equality Act 2010** and the Department for Education guidance for schools.

### Definition of disability

An individual is considered disabled if they have a physical or mental impairment with a **substantial** and **long-term** adverse effect on their ability to perform normal day-to-day activities. This includes:

- Sensory impairments (sight, hearing)
- Long-term health conditions (asthma, diabetes, epilepsy, cancer)

### Key requirements

Schools must make **reasonable adjustments** to alleviate disadvantages faced by disabled children, such as:

- Providing auxiliary aids
- Adjusting premises or resources

## 3. Action Plan

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES Short, medium, and long-term objectives	ACTIONS TO BE TAKEN AND TIMESCALE	PERSON(S) RESPONSIBLE
Increase access to learning for children with a disability	<p>Through the application of the principles of Quality First Teaching we offer a differentiated curriculum for all children and where required, we adapt teaching methods and resources for children who require additional support</p> <p>We work with parents and professionals (SLT, OT and physio and staff from the Sensory Consortium Service) to implement therapy plans and targets through specialist equipment, approaches and resources;</p> <ul style="list-style-type: none"> <li>• Specialist seating and standing frames</li> </ul>	<p>Staff will develop their knowledge and understanding of specialist techniques to support children with Autistic Spectrum Disorder (ASD) in order to ensure that children with ASD learn optimally.</p>	<p>Children with SEN will be identified early.</p> <p>Where appropriate referrals to other agencies will be made</p>	<p>SENCO to book training for staff</p> <p>SENCO to deliver Attention Autism training</p>

	<ul style="list-style-type: none"> <li>• Weighted jackets and large sensory equipment</li> <li>• AAC devices</li> <li>• Visuals to support communication and learning (Objects of Reference, PECs, symbols, first / then folders, and Communication Boards)</li> <li>• Aids to help manage transitions and regulate behaviour (count down strips and timers)</li> <li>• Makaton</li> <li>• Tactile cues and markers</li> </ul> <p>We use additional guidance documents such as the Early Support Developmental Journals and the Victoria School MSI Curriculum, to track progress for children with additional needs In addition to targets being set based on our own assessment, we use therapy plans and EHCPs to inform either class plans / IEPs (main nursery) or One Page Planners (resource provision)</p> <p>Consultation and EHCP review meetings are held with parents and professionals to ensure joint working between home and school</p>	<p>All children to have access to suitable resources and equipment with differentiation of activities</p> <p>All children have the opportunity to explore the sensory areas to enhance and extend learning</p> <p>All staff consistently use a vocabulary of 10 Makaton words with children.</p>	<p>All staff will share responsibility for supporting children in free flow play.</p> <p>Small group/individual work will be carried out with individuals as appropriate</p> <p>Planning will be flexible and will account for the needs and interests of children.</p> <p>Attention Autism, Makaton and other training will be booked and completed as appropriate.</p>	All staff
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AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES Short, medium, and long-term objectives	ACTIONS TO BE TAKEN AND TIMESCALE	PERSON(S) RESPONSIBLE
Improve and maintain access to the physical environment	<p>The purpose-built nursery provides an environment which is designed to meet the needs of all of the children. This includes;</p> <ul style="list-style-type: none"> <li>• Fully accessible lower floor with a lift to the second floor</li> <li>• Wide corridors</li> <li>• Acoustic treatment in main teaching areas</li> <li>• Outside play areas accessed through each of the teaching areas</li> </ul>	Changes to the outside area to provide improved access and range of learning experiences	On going	All staff

	<ul style="list-style-type: none"><li>• Outside play area is a single level</li><li>• Resource provision includes a sensory room / area and toilet and changing facilities</li><li>• Disabled parking bay</li><li>• Disabled toilets and changing facilities</li></ul>			
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AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES Short, medium, and long-term objectives	ACTIONS TO BE TAKEN AND TIMESCALE	PERSON(S) RESPONSIBLE
Improve the delivery of information to children with a disability	<p>Our nursery uses a range of communication methods to ensure that information is accessible to the children. This includes;</p> <ul style="list-style-type: none"> <li>• Internal signs and markers at child height</li> <li>• Visual timetables, first / then folders, photographs and symbols</li> <li>• Acoustic treatment in main teaching areas</li> <li>• Signing and tactile communication methods</li> <li>• Makaton</li> </ul>	<p>All staff consistently use a vocabulary of 10 Makaton words with children.</p> <p>All staff to consistently supplement routine instructions with a visual prompt.</p>	Use of visual and communication boards is ongoing	All staff

## 4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by [the governing board/committee name/governor name/the headteacher].

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy