



Chertsey and Dorking Nursery Schools and Mole Valley Family Centre

ACCESSIBILITY PLAN

Aims and objectives

Chertsey and Dorking Nursery Schools and Mole Valley Family Centre has a commitment to providing an environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. All schools are required to under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which children with disabilities can access and participate in the curriculum
- Improve the physical environment to enable children with disabilities to take advantage of the education, benefits, facilities and services that are provided
- Improve the availability of accessible information for all children and their families

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Aim 1 :

To increase the extent to which children with disabilities can access and participate in the school curriculum.

Target	Strategy	Outcome	Timescale	Evaluation
Classrooms will be organised to promote the participation and independence of all children	Environment audit Signs and visual prompts for children to access resources.	Children are accessing all resources independently using visual prompts and signs	Ongoing	<i>Classrooms and layouts being constantly reviewed based on current needs of the children</i>
Calm areas in the indoor and outdoor environments	Review and update the existing spaces to allow for sensory and calming areas	All children have the opportunity to explore the sensory areas to enhance and extend learning	Ongoing	<i>Classrooms and layouts being constantly reviewed based on current needs of the children</i>
School know if new entrants have any SEND	Collect information from entry records, admission forms etc Liaise with other professionals to find information prior to starting Home visits using one page profile format	All new starters will have right support/ paperwork in place prior to entry Children settle into school well and parents are confident needs have been met	Ongoing	<i>Gathering information from feeder settings and home visits</i>
Ensure a communication friendly environment throughout	Environment audit Signs and prompts accessible Regular communication with SaLT	All children have a suitable means of communication throughout the school	Ongoing	<i>Classrooms and layouts being constantly reviewed based on current needs of the children</i>
Toilet facilities for children in SEND class are appropriate at DNS	Current adaptations to SEND toilets are appropriate for all to access Further review and quotes to be sought to develop appropriate toilets for children in SEND class	SEND children will be able to be more independent when using the toilet Staff members will have the correct equipment and toilets will be accessible to support children	July 2025	<i>Need to source quotes and consider capital development and expenditure</i>
Lunch facilities are appropriate for children in SEND class at DNS	Current use of Therapy Room to provide lunch space Further review and quotes to be sought to develop appropriate lunch space for children in SEND class	Children in SEND class will have appropriate space to eat lunch that is accessible from classroom	July 2025	<i>Need to source quotes and consider capital development</i>

Create intervention/ break out space in SEND class at CNS	Look to renovate the room following moving classrooms, develop the old kitchen space as break out	All children will have a space to regulate during their sessions	July 2025 linked to capital investment and priorities	<i>Need to source quotes and consider capital development</i>
Quiet space available in mainstream for children who require it at DNS	Use of space room (3s) and dining room (2s)	All children will have a space to regulate during their sessions	On-going	<i>Use of rooms under constant review</i>

Aim 2 :

Improve the physical environment to enable disabled children to take advantage of the education, benefits, facilities and services that are provided

Target	Strategy	Outcome	Timescale	Evaluation
CNS - To improve access and safety to the entrance area and nursery classrooms	Safety and safeguarding of entrance and security doors Ramp entrance for wheelchair users to the building will be in place	A safer and more accessible entrance/reception area and nursery will be in place	July 2024	<i>Link to roofing project (Atkins etc?)</i>
CNS - To have adult toilet accessible for disabled visitors at CNS	Ensure access to the disabled toilet in 2s is accessible at all times	Disabled visitors to CNS can access suitable toilet facilities when needed	Ongoing	<i>2s toilet accessible for adults who need it at all times. Will need to be escorted due to safeguarding</i>
DNS – To ensure access to disabled toilets for visitors	Ensure access to the visitors disabled toilets alongside the needs of the SEND cohort	Disabled visitors at DNS can access the appropriate toilet when needed	Ongoing	<i>Visitors disabled toilet is accessible when needed alongside access for SEND class</i>
To ensure all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia	Training for all new members of staff. Updates and rolling programme of training for all staff	All staff are trained and therefore providing the right provision for children at all times	Ongoing	<i>Ongoing and as part of induction</i>
To support parents with additional needs	Gain knowledge of families through relationships in the school, home visits etc – so that parents seek support and advice. Use Disability Equality Questionnaire information as necessary on induction	Parents will be supported regardless of their needs and have access to information, physical adaptations	Ongoing	<i>Ongoing and as part of induction</i>
To ensure all visitors to the buildings have appropriate access	Specific RA and support for visitors with a disability	Visitor will be supported to be fully inclusive and necessary adjustments made	Ongoing	<i>Review and risk assess with each visitor – entrance at CNS not as accessible – see above and access through 2s if appropriate</i>
To ensure staff can access staff areas for rest and work as appropriate	Consider needs of individual staff members and access to staff rooms and work rooms on first floor (at CNS/DNS).	All staff will be able to physically access work rooms and staff rooms	As and when appropriate	Ongoing and reviewed annually through staff feedback survey

	Make adaptations as appropriate			
To ensure disabled parking bays are available when needed (DNS x 2) (CNS x 1)	Parking bays available when for blue badge holders when needed	Visitors, parents and staff with a blue badge are able to access bays when needed	As and when appropriate	<i>Ongoing</i>

**Aim 3 :
Improve the availability of accessible information for all children and their families**

Target	Strategy	Outcome	Timescale	Evaluation
To ensure all children with SEND have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for children with SEND. High number of staff trained in various strategies for supporting children with SEND Intervention and/or funding put in place for children who are not accessing the curriculum	SEND children able to access curriculum	Ongoing	<i>SENCo and SEND leads communicate with parents regularly Termly review meetings for all children with SEND Variety of strategies in place for strategies Staff training – see SEND Information Report for range EIF in place for children who need it and monitored termly</i>
To enable improved access to written information for children, parents and visitors	Raising awareness of font size and page layouts will support Children/parents with visual impairments Auditing the school books to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all Staff trained in visual communication methods – PECS, Makaton, PODD Tailored communication approach with parents based on knowledge of parental need e.g. electronic/paper/face to face	Staff aware of all children's individual needs and will adapt as appropriate A good selection of books are visually accessible for range of visual needs School signage will clear and accessible Adaptations will be made when appropriate and needed to support parents and visitors	Annually and updated when necessary	<i>Staff training log – kept by schools See SEND Report for range of staff training Staff meet needs of each parent when communicating</i>
To review children's records ensuring school's awareness of any disabilities	Information collected about new children	Comprehensive information on children's needs and strategies to meet them will	Termly review with more frequent information sharing as required	<i>Information collected from all feeder settings prior to</i>

	<p>Records passed from feeder provider during transition period</p> <p>Annual reviews Termly review meetings and EHCP reviews every 3-6 months</p> <p>Medical forms updated regularly for all children</p> <p>Care plans as appropriate</p> <p>EHCP's read by all relevant staff</p> <p>Significant health problems or dietary requirements – children's photos/information displayed in lunch room with relevant information</p>	<p>be consistently shared on a need to know basis</p>		<p><i>arrival, visits and settling sessions</i></p> <p><i>EHCP and termly reviews prioritised</i></p> <p><i>Time allocated at start of school year for relevant staff to read SEND paperwork for specific children</i></p> <p><i>Office team communicate with classroom teams about individual needs of the children – for medical, dietary etc from induction paperwork and vice versa from home visits</i></p>
<p>To ensure all parents have access to information relevant to their own or their child's needs</p>	<p>Leaflets and posters displayed throughout the buildings</p> <p>Signposting from staff where relevant</p> <p>Parent courses run covering a range of SEND topics</p>	<p>All parents feel informed and up to date with SEND information relevant to them and their child</p>	<p>On-going</p>	<p><i>Tapestry, courses, emails, meetings all tailored to parents</i></p> <p><i>Meetings for parents as appropriate</i></p>
<p>To ensure all families with EAL are supported and able to access information provided</p>	<p>Gather list of languages</p> <p>Prioritise parents who need greater support</p> <p>Target languages for translation and support</p> <p>Use of websites to translate</p> <p>Ensure languages in the building are inclusive of all current languages</p> <p>Texts, stories in current relevant languages</p>	<p>Parents able to access information provided by the schools to be able to support their child and feel included</p>	<p>Ongoing</p>	<p><i>Website and other documentation translated and tailored to meet the needs of parents</i></p> <p><i>Use of REMA as appropriate to support, alongside other parents/staff with those languages.</i></p>

Approved by the Governing Body: **November 2023**

To be reviewed by: **November 2026**

Relevant for:-

Family Centre: Yes	Nursery: Yes	Parents: Yes
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