



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 extend to which disabled children ca participate in our curriculum
- Improve the physical environment of the buildings to enable disabled children and families to make use of the provision and serves better
- Improve the availability of accessible information to disabled children

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Aim 1 : To increase the extent to which those with SEND can 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	Summer 2020	<i>Some adaptations to classrooms due to Covid 19 Classrooms and layouts being constantly reviewed</i>
Sensory areas in the indoor and outdoor environments	Revitalise and update the existing sensory areas	All children have the opportunity to explore the sensory areas to enhance and extend learning	Summer 2020	<i>New classroom for DNS SEND and outdoor provision Extension of outside areas for SEND at both schools</i>
Forest School provision in place at CNS	Staff member complete Forest School Qualification and implement planning	Forest School sessions in place for all children	September 2020 Extended to spring 2021	<i>Staff member absent who is trained – postpone to Spring 2021</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	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 other settings and home – C19 impacted on visits in summer term to make some initial contacts – ongoing</i>
Ensure a communication friendly environment throughout	Completion of communication friendly audit	All children have a suitable means of communication throughout the school	September 2020	<i>Environments adapted due to C19 – ongoing</i>
Toilet facilities for SEND children are appropriate	Appropriate adaptations to new SEND toilets are appropriate for all to access	SEND children will be able to be more independent when using the toilet Staff members will have the correct equipment and accessible to support children	November 2020	<i>As children settle, needs known and staff making appropriate adaptations and requests</i>

Aim 2 : To improve and maintain access to the physical environment

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	September 2021	<i>SCC visting 24.9.2020</i>

CNS - To have adult toilet accessible for disabled visitors at CNS	Move of lockers in SEND to create a coat space which leaves the disabled toilet accessible at all times	Disabled visitors to CNS can access suitable toilet facilities when needed	September 2020	<i>SEND toilet accessible for adults who need it</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		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	Parents will be supported regardless of their needs and have access to information, physical adaptations	Ongoing	
CNS – To improve access and safety to the Green Class garden	Safety and safeguarding of exit including changing to a ramp Seeking planning permissions	A safer and more accessible exit/entrance	September 2021	<i>Ramp completed July 2020 and entrance suitable for all</i>
CNS – To create a separate off garden for 2s class which is safer and appropriate to needs of the children	Create a safer environment for children by removing the raised bedding, dipping sandpit and large bushes	An age appropriate and safer outside environment for the 2s children to support their learning will be in place	September 2020	<i>Completed September 2020</i>
CNS – To create a larger and appropriate outside space for the children in the SEN provision	Create a larger, safer and appropriate outside space for SEN provision.	An appropriate and larger outside space for the SEN provision will be in place	September 2020 Extended to November 2020	<i>Phase 1 completed – gaining quotes for phase 2</i>
For all children at CNS to have access to Forest School sessions within the curriculum	Forest School to be embedded in the curriculum offer throughout the school year for all children	Dedicated space for Forest School is provided and accessible for all children	September 2020 Extended to Spring 2021	<i>As above – extended to Spring 2021 due to staff absence</i>
Improve the of provision in the outside classroom at CNS	Replace sleepers and paving around sandpit Replace old climbing frame Repair to side perimeter fencing	Safer and improved access for the children Outside space is accessible for all children	September 2020	<i>Completed September 2020</i>

DNS – To ensure steps from visitor parking have contrasted edging	Caretake to apply concrete paint or stripping on steps	Visual distinction of steps will be evident	September 2021	
DNS – To ensure handrails from visitor parking are visible and contrasting	Caretaker to paint rails (yellow or blue) to show visual contrast	Grab/handrails will visual in an emergency and for disabled users.	September 2021	
DNS – To ensure entrance from car park ramp is accessible for wheelchair users and free from vegetation	Regular care and trimming by Caretaker to ensure pathway is wide enough for wheelchair users	Pathway will be wide enough and clear for wheelchair users	Ongoing	
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</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). Make adaptations as appropriate	All staff will be able to physically access work rooms and staff rooms	As and when appropriate	<i>Under review and adaptations made for Covid 19 – review ongoing</i>
To ensure disabled parking bays are available when needed (DNS x 3) (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	
To have suitable lighting in staff work room at MVFC	NE/HS to investigate issues raised by staff and respond as appropriate	Lighting in the staff work room will be appropriate	September 2020	

Aim 3 : To improve the delivery of information to disabled children and parents.

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 particularly those with ASD children. High number of	SEND children able to access curriculum.	Ongoing	<i>SENCo and SEND leads communicate with parents at least weekly via phone if not in person Variety of strategies in place for strategies</i>

	<p>staff trained in various strategies for supporting children with SEND</p> <p>Intervention and/or funding put in place for children who are not accessing the curriculum</p>			<p><i>Staff training – see SEND Report for range</i></p> <p><i>EIF in place for 5 children (DNS) Sept 2020</i></p>
<p>To enable improved access to written information for children, parents and visitors.</p>	<p>Raising awareness of font size and page layouts will support Children/parents with visual impairments.</p> <p>Auditing the school books to ensure the availability of large font and easy read texts will improve access.</p> <p>Auditing signage around the school to ensure that is accessible to all</p> <p>Staff trained in visual communication methods – PECs support, Makaton signing, PODD</p> <p>Tailored communication approach with parents based on knowledge of parental need e.g. electronic/ paper/face to face</p>	<p>Staff aware of all children’s individual needs and will adapt as appropriate</p> <p>A good selection of books are visually accessible for range of visual needs</p> <p>School signage will clear and accessible</p> <p>Adaptations will be made when appropriate and needed to support parents and visitors</p>	<p>Annually and updated when necessary</p>	<p><i>Staff training log – kept by schools</i></p> <p><i>See SEND Report for range of staff training</i></p> <p><i>Staff meet needs of each parent when communicating</i></p>
<p>To review children’s records ensuring school’s awareness of any disabilities</p>	<p>Information collected about new children. Records passed from childcare/other private provider during transition period</p> <ul style="list-style-type: none"> • Annual reviews Termly review meetings and EHCP reviews every 3-6 months • Medical forms updated regularly for all children 	<p>Comprehensive information on children’s needs and strategies to meet them will be consistently shared on a need to know basis</p>	<p>Termly review with more frequent information sharing as required</p>	<p><i>Information collected from all pre-school settings prior to arrival, visits and settling sessions</i></p> <p><i>Annual reviews and termly reviews prioritised</i></p> <p><i>Time allocated at start of Sept 2020 for relevant staff to read SEN paperwork for specific children</i></p>

	<ul style="list-style-type: none"> • EHCP's read by all relevant staff • Significant health problems or dietary requirements – children's photos displayed in lunch room with relevant information 			<i>Office team communicate with classroom teams about individual needs of the children – for medical, dietary etc.</i>
To ensure all parents have access to information relevant to their own or their child's needs	<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>	All parents feel informed and up to date with SEND information relevant to them and their child	On-going	<i>Tapestry, courses, emails, meetings all tailored to parents</i> <i>MS Teams Meeting for parents</i>

Approved by the Governing Body: July 2020

To be reviewed by: July 2023

Relevant for:-

Family Centre: Yes	Nursery: Yes	Parents: Yes
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