



Accessibility Plan

1. This Accessibility Plan covers the period from September 2019–2022.
2. We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Federation plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for children with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils (if a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in cultural activities, off site visits, etc. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **literature** to children, staff, parents and visitors with disabilities. Examples of this might include handouts, timetables, and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. Plans will be reviewed and revised every three years.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Plan will be monitored through the Teaching and Learning Committee of the Governing Body.



Improving the Physical Access at The Lawns Nursery School and Pre-Nursery

Item	Activity	Timescale	Costs
Accessible car parking – disabled space is in the staff car park accessible through the main gates	Ensure parents/carers are aware that the space is for disabled users only Liaise with Oakfield First School regarding access to the disabled space	Ongoing	Nil
Improve access to all outside play	Installation of a ramp to the outside area into classrooms	September 2021	Quotes required
Improve playground demarcation for the visually impaired	Lines to be painted around the edges to safety surface, sandpit etc.	September 2021	Quotes required



Improving the Physical Access at Cookham Nursery School

Item	Activity	Timescale	Costs
Accessible car parking – disabled space is in the lay-by outside of the Nursery	Ensure parents/carers are aware that the space is for disabled users only	Ongoing	Nil
Improve access to all outside play	Installation of a ramp to sandpit area	September 2021	Quotes required
Improve playground demarcation for the visually impaired	Lines to be painted around the edges to safety surface, sandpit, etc.	September 2021	Quotes required
Improve facilities in the children’s toilets	Installation of grab rails	September 2021	Quotes required



Improving the Physical Access Maidenhead Nursery School

Item	Activity	Timescale	Costs
Accessible car parking – disabled space is in the car park outside of the Nursery	Ensure parents/carers are aware that the space is for disabled users only. Regular reminders in newsletters, via email, notes on windscreens	Ongoing	Nil
Staircase	Colour-contrasted handrails to both sides of staircase	April 2021	Quotes required
Improve access to reception area	Installation of ramp at main entrance to aid wheelchair access	July 2022	Quotes required
Improve playground demarcation for the visually impaired	Lines to be painted around edges of safety surface, sandpit, etc.	July 2021	Quotes required



Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum, e.g. guidance during activities, greater amount of floor activities, vertical/sloped writing activities, differentiating questioning to suit language comprehension etc.	Ongoing and as new children begin their transition to the nursery	Increase in access to the EYFS Curriculum
To meet the needs of children with sensory processing difficulties	Provide sensory circuits for identified children Provide quiet/safe areas for children who feel overwhelmed	Children’s sensory needs are met to enable them to access learning	Ongoing assessment and monitoring of children’s individual needs	Children with sensory needs are calm and able to access the EYFS
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled children
Classrooms/outdoor area are optimally organised to promote the participation and independence of all children	Review and implement a preferred layout of furniture and equipment (indoors & outdoors) to support the learning process	Free-flow play and group times accommodate the needs of individual children	Ongoing	Increase in access to the EYFS Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors & staff Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access. Staff/governors attending training to feedback to other staff and Governing Body	Ongoing	Society will benefit by a more inclusive school and social environment
Furniture is suitable for all children/staff/visitors	To purchase appropriate replacement equipment –	Staff and children carry out activities at a suitable height	Ongoing	Increase in access to the EYFS Curriculum



	adjustable height tables, higher chairs for staff			
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Improving the Curriculum Access Continued

Target	Strategy	Outcome	Timeframe	Achievement
To be fully prepared for children with a specific need on entry to the school	To monitor waiting list and make early contact with parents of children with individual needs	Individual needs of children are identified and planned for prior to admission in consultation with the parents and other agencies as appropriate	Ongoing	Increase in access to the EYFS Curriculum



Improving the Delivery of Literature

Target	Strategy	Outcome	Timeframe	Achievement
Availability of literature in alternative formats/languages	The school will make itself aware of the services available through the LA for converting literature into alternative formats/languages	The school will be able to provide literature in different formats/languages when required for individual purposes	As required	Delivery of information to disabled parents improved EAL are able to understand all correspondence
To ensure all children understand the routine of the Nursery day	To produce displayed visual timetables in the classroom	All children understand the routine of the day/what is happening next	Ongoing	Delivery of school information to parents and the local community improved
Raise the awareness of adults working at, and for, the schools on the importance of good communication systems	Through staff meeting discussions on issues relating to disability – individual children and curriculum provision	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of children



Cookham, Maidenhead and The Lawns Nursery School Federation



Approved by: Teaching and Learning Committee

Signed by Chair of Governors:

Date: 3rd July 2019

Review Date: June 2021