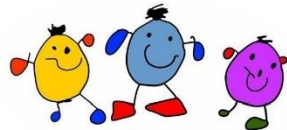


The Wharf Nursery School



Accessibility

July 2022-2025

As a Nursery School, we have a child-centred provision, which aims to meet the needs of each individual child.

Children with special educational needs may be given priority for admission to the nursery and believe that full integration for all children (providing we can meet their needs- see Admissions) into the nursery community benefits everyone involved.

This accessibility plan should be read in conjunction with:

1. Special Educational Needs and Equal Opportunities policies
2. The School Development Plan
3. Surrey County Council's Accessibility Strategy
4. The legal requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act 2001

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The school accepts children with a range of disabilities, which includes specific learning, and physical disabilities. Their individual needs may be well documented (or not) and steps are put in place to ensure they are happy and able to achieve their potential.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classroom and a record of use is noted.

Most of the classroom staff hold current First Aid certificates. All medication is stored in a central safe and secure place, which has easy access for First Aiders and other staff members.

1. Improve access to the curriculum

1b. At present we apply for funding to support children who are known to have Special Educational Needs and have a limited number of places, in order to ensure that we can meet their needs.

Target	Action	Resources	Timescale	Monitoring/ outcomes	Completed
a. Improve support for children with language and communication difficulties	PECS in use for children with ASD	SALT time	Ongoing	Targeted children use PECS confidently for communication	
	Makaton in use across classroom	Staff lead to update training	Ongoing	Better communication for identified children and others	
	Makaton training for new staff	Lead Staff member		All staff are confident users	
b. Ensure individual children and their families have the support needed	Outreach programme of home visits and nursery visits pre-admission	Staff time	ongoing	Support in place for child's admission Child appropriately placed	
	Sustain and develop links with other agencies	SENCO/ SEN team	ongoing	Joined up working to support a child's and family's needs	
	Monitor the provision	EIF funding	ongoing	Good match of staff to children needing support	
	Ensure all paperwork is completed in order to ensure appropriate provision and support is in place	SENCO time	In time for decision making processes	Children requiring specialist placement are correctly placed	
	Transition programme for children transferring to specialist provision		Mainly summer term annually	Children and parents transfer successfully	

2.

Target	Action	Resources	Timescale	Monitoring / outcomes	Completed
a. Safe access to all areas of the site	Retain use of second disabled parking bay close to school.	Waverley BC	Agreement to be re-confirmed 2023-4	Disabled children & parents can park nearby	
b. Learning environment					

3.

Target	Action	Resources	Timescale	Monitoring/ Outcomes	Completed
c. Develop targeted activities for children with SEN and families	Assess the needs of the children and provide equipment as needed	As required		SENCO review	
d. To improve staff awareness of disability issues.	Review staff training needs	As required		SENCO review	
	To ensure that all policies consider the implications of disability access and reflect current legislation.	As required		SENCO review	
Increasing the extent to which disabled pupils can participate in the school curriculum	Ensure all children are able to access the Early Years curriculum, according to their needs	As required		SENCO review	