ACCESSIBILITY PLAN
2026 – 2030

This Accessibility Plan is written in accordance with the Equality Act 2010 and the SEND Code of Practice (2015).
The Centre has a statutory duty to plan for accessibility

"Be kind. Have fun. Be you!"

Nursery School- OFSTED Outstanding, May 2024
Day care- OFSTED Good, June 2023

Headteacher: Katarina Bingham
Co-Chair of Governors: Jo Hilbourne and Daniel Hilbourne
School Effectiveness Officer: Nikki McVeigh.

GATHERING INFORMATION					
INTENT **Objectives/ Aims**	**IMPLEMENTATION** **Actions to be taken**	**Lead staff/ governor**	**Timescale**	**Monitoring/ Evaluation**	**IMPACT** **Success Criteria**
To share the plan with staff & governors and to review the plan annually	➢ Agreed at FGB by all governors. ➢ Shared with all staff via SMT minutes.	Headteacher Chair of governors	Annually	Governors	➢ Plan is shared with all staff & governors and reviewed annually.
To identify children with complex disabilities on admission to the centre in order to meet their specific needs.	➢ Admissions paperwork given, collected/checked for additional information. ➢ Nursery School: Home visits – further information is gathered from the families and observation of the child. ➢ Daycare: Initial first visit with parents in setting – further information is gathered from the families and observation of the child. ➢ External agencies are involved are contacted, as required. ➢ Information recorded on CPOMS for the Inclusion Lead teacher/ SENDCO. ➢ Pre admission meetings offered to children with complex needs.	Admin staff Headteacher/ Manager Inclusion Lead/ SENDO Keyworker	On-going Termly	Headteacher/ Manager Governors	➢ Information from the admissions form including medical, dietary and allergy information and outside professional's involvement is gathered and shared with the Headteacher/ Manager, Inclusion Lead/ SENDCo and Key worker. ➢ Families inform staff of any additional needs their child may have in order to meet their needs.
To implement and maintain a monitoring system to support pupils with a disability.	➢ Maintain a register of children with SEND. ➢ Monitor attendance patterns ➢ Record achievements ➢ Review of SEND progress data. ➢ Review system of assessment to ensure progress is shown	Inclusion Lead/ SENDCo Key person	Termly	Headteacher/ Manager Governors	➢ Effective monitoring system in place. ➢ Tapestry shared with families to support home school support. ➢ Termly SEND progress data is analysed.

To make effective use of external agencies to enhance provision for children within the setting and beyond.	➢ To engage with professionals, such as health visitors and social services to improve access to support services. ➢ To use the "Children's single point of access" effectively ➢ Key workers to shadow specialists during sessions to build staff expertise ➢ Record on CPOMS external agencies involvement and recommendations.	Designated Safeguarding Lead	On-going	Headteacher/ Manager Governors	➢ Lead staff are well trained and quickly identify children in need of external support and know how to access this. ➢ Resources are current, developmentally appropriate and easily accessible to all
Families that have children with SEND are made aware of all the support services that are available to them.	➢ Inclusion Lead/ SENDCo to sign-post families to Safeguarding Lead/Early Years Manager and support agencies. ➢ SENDCo to review current opportunities within Local Authority to direct families. ➢ Termly SEND information newsletter shared with families.	Inclusion Lead Safeguarding Lead	On-going Termly	Headteacher/ Manager Governors	➢ Families report the wide range of services that are making a positive impact on their lives
ACCESS TO CENTRE CURRICULUM					
INTENT **Objectives/ Aims**	**IMPLEMENTATION** **Actions to be taken**	**Lead staff/ governor**	**Timescale**	**Monitoring/ Evaluation**	**IMPACT** **Success Criteria**
The Centre meets the needs of children who join the centre below their age expected attainment in communication and language.	➢ Additional staff training to embed focusing on communication and language including: ➢ Use of blank level questions ➢ Makaton signs to support stories and songs ➢ Termly SEND CPD ➢ EAL- staff acknowledge the value of multi-language learners and celebrate different languages used within the nursery. ➢ Additional CPD for staff in resource base.	Inclusion Lead/ SENDco Keyworker	Termly Ongoing	Headteacher/ Manager Governors	➢ All children make progress in communication and language. ➢ CPD enhances staff knowledge and shows learning benefits, impacts teaching and learning ➢ Staff CPD improves children's outcomes

	➢ Communication supported through Makaton, functional communication boards, specific communication boards etc.				
To consistently use core Makaton, detailed in the half termly overview.	➢ Staff use planned core Makaton signs with all children. ➢ Visual signs displayed in the Centre. ➢ Makaton signs for the families shared via Tapestry ➢ Regular CPD Makaton refresher for all staff	Inclusion Lead/ SENDCo Keyworker	July 2027	Headteacher/ Manager Governors	➢ Key Makaton signs are used consistently to support communication. ➢ CPD attended by staff ➢ Staff are confident in using Makaton.
To support children with diverse communication needs	➢ Audit current communication resources (visual timetables, now/next boards, choice boards) ➢ Purchase additional visual supports as needed ➢ Create personalised communication books for children who need them ➢ Staff training on using visual supports effectively ➢ Ensure all areas of provision have visual supports available	Inclusion Lead/ SENDCo Keyworker	July 2026	Headteacher/ Manager Governors	➢ Resources are in use. ➢ Personalised communication books are purchased and used. ➢ Staff trained and confident in using visual support effectively
To ensure all children can participate fully in trips and visits	➢ Risk assessments include accessibility considerations. ➢ Pre-visits conducted for children with specific needs. ➢ Additional staffing arranged where needed. ➢ Venues contacted in advance to discuss accessibility. ➢ Social stories created for children who need preparation ➢ Visual symbols supporting the transition to an trip or visit.	Inclusion Lead/ SENDCo Keyworker	On going	Headteacher/ Manager Governors	➢ All children can fully participate in all the trips. ➢ Risk assessments include considerations. ➢ Additional staff arranged. ➢ Venues checked in advance. ➢ Social stories/visual symbols created and shared with the children who need these

To engage in LA reviews for inclusion base at Norcot	➢ Two meetings per year with LA ➢ Review recommendations from LA report and create action plan. ➢ Share outcomes with governors	Inclusion Lead	Bi annually	Headteacher/ Manager Governors	➢ Robust admissions process in place for children identified as needing the resource from within the setting. ➢ Review recommendations from the LA report following resource reviews.

IMPROVING THE PHYSICAL ENVIRONMENT OF THE CENTRE					
INTENT **Objectives/ Aims**	**IMPLEMENTATION** **Actions to be taken**	**Lead staff/ governor**	**Timescale**	**Monitoring/ Evaluation**	**IMPACT** **Success Criteria**
Children can access all areas of the curriculum regardless of where it normally takes place	➢ Staff to assess whether the space they are going to use is appropriate for all the children. ➢ Accessibility checks for all activity planning. ➢ Alternative arrangements made where barriers identified.	Keyworker Inclusion Lead/ SENDCO	Ongoing	Headteacher/ Manager Governors	➢ Children are accessing learning fully ➢ Checks for activity planed are in place.
Physical aspects of the Centre which are a barrier to learning are removed or adapted	➢ Accessibility audit of all areas (indoor and outdoor). ➢ Audit includes: lighting, acoustics, visual clutter, floor surfaces, toilet facilities. ➢ Action plan created from audit findings. ➢ Budget allocated for accessibility improvements	Inclusion Lead/ SENDCO Business Manager	Ongoing	Headteacher/ Manager Governors	➢ Audit of all areas is in place. ➢ Action plan created, alteration made, resources bought.
Children with visual impairment can access learning fully	➢ Audit visual environment (inside and outside) ➢ Use tape to mark tables and furniture ➢ Use tape to mark steps to identify changes in level ➢ Staff training on supporting the child's needs	Site officer Business Manager Inclusion Lead/ SENDCO	Priority given to update areas and make amendments/purchase accessible equipment as required	Headteacher/ Manager Governors	➢ Children are accessing learning fully ➢ Tapes are around the furniture, tables ➢ Tapes are outside on the steps ➢ Staff are supported and trained ➢ ISP in place

Environment supports children with sensory processing needs	➢ Audit sensory environment (lighting levels, noise levels, visual clutter, textures) ➢ Create quiet/calm spaces in each area ➢ Provide sensory resources (ear defenders, fidget tools, weighted items, sensory bottles) ➢ Staff training on sensory regulation strategies ➢ Sensory breaks built into daily routine ➢ Individual sensory profiles created for children who need them	Inclusion Lead/ SENDCO Key workers	Priority given to update areas and make amendments/purchase accessible equipment as required	Headteacher/ Manager Governors	➢ Audit completed ➢ Quiet place provided ➢ Sensory resources purchased and used. ➢ Staff trained ➢ ISP in place
Children with hearing impairment can access learning fully	➢ Acoustic assessment of all learning spaces. ➢ Radio aid systems available if needed. ➢ Staff training on supporting children with HI (facing child when speaking, reducing background noise, checking understanding) ➢ Visual supports used alongside verbal instructions	Inclusion Lead/ SENDCO Key workers	Priority given to update areas and make amendments/purchase accessible equipment as required	Headteacher/ Manager Governors	➢ Assessment in place. ➢ Staff trained in supporting children ➢ Staff using visuals ➢ Radio aids systems in place if needed.
Children with physical disabilities can access all areas safely and independently	➢ Audit access to all areas (ramps, door widths, toilet facilities, outdoor areas) ➢ Ensure accessible toilet facilities available ➢ Outdoor areas accessible (smooth pathways, accessible equipment) ➢ Furniture arranged to allow wheelchair access ➢ Emergency evacuation procedures include children with mobility needs (Risk Assessment created) ➢ Staff training on safe moving and handling	Inclusion Lead/ SENDCO Key workers Business Manager	Priority given to update areas and make amendments/purchase accessible equipment as required	Headteacher/ Manager Governors	➢ Access to all areas audited. ➢ Accessible toilets are available. ➢ A specific outdoor area identified which is accessible ➢ Furniture rearranged ➢ Emergency evacuation plan in place ➢ Staff trained. ➢ ISP in place

Furniture is obtained which meets the individual needs of the children and their specific disability.	➢ Where necessary, advice is sought from Physio, OT, SALT, Berkshire Sensory consortium. ➢ Recommendations are considered and planned for. ➢ Specialist furniture ordered within 4 weeks of recommendation. ➢ Staff trained in correct use of specialist furniture/equipment. ➢ Regular reviews of furniture suitability as children grow/needs change.	Inclusion lead/ SENDCo Business Manager	Priority given to order as required	Headteacher/ Manager Governors	➢ Children are able to access all areas of the inside and outside environment with well-planned rooms. ➢ Equipment is correctly used by the children and is age and stage development appropriate. ➢ Staff are trained. ➢ External advice is followed.