



Accessibility Policy

Ethos

At Norcot Early Years Centre we believe that all children, staff and families have the right to be treated with equal respect and dignity, regardless of any disabilities or needs that they might have. We recognise the need to make the Centre accessible to all families who would make use of its facilities and we strive to be a setting that ensures a keen desire to learn within all of our children

Aims

- To adapt where necessary any barriers that might adversely affect a child, a parent or member of staff's access to and interaction with the Centre.
- To make appropriate provision for disabled children and their families.
- To create an environment in which all children have equal opportunities to learn and develop and are inspired to learn.
- To design our curriculum and provision from the bottom up to be inclusive and accessible, rather than adding on adaptations along the way.
- To ensure that children with SEND are safeguarded effectively, recognising the additional vulnerabilities they may face.

This policy is underpinned by:

- The Equality Act 2010
- The Public Sector Equality Duty (PSED)
- The SEND Code of Practice 0 to 25 years
- The Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

Responsibilities of Governors

- To agree this policy and review it on a regular basis
- To monitor and support the implementation of this policy
- To ensure the Centre complies with the Equality Act 2010, the Public Sector Equality Duty and the SEND Code of Practice
- To receive regular reports on accessibility improvements and outcomes for children with SEND
- To ensure the Centre's accessibility plan is reviewed and updated regularly

Responsibilities of Headteacher

- To ensure that staff are aware of this policy and implement it consistently
- To ensure that all children across the Centre enjoy equal access to the Centre's curriculum, facilities, services and activities
- To ensure that parents are aware of their roles and responsibilities regarding Accessibility
- To investigate any reported breaches of this policy
- To ensure staff receive appropriate training on accessibility, inclusion and safeguarding children with SEND
- To conduct regular accessibility audits of the physical environment and provision
- To maintain oversight of safeguarding arrangements for children with SEND, working closely with the Designated Safeguarding Lead and Inclusion Lead/SENDCo
- To ensure the Centre's accessibility plan is implemented effectively

Responsibilities of Inclusion Lead/ SENDCO

- To oversee planning and provision for children with SEND
- To work closely with the Designated Safeguarding Lead to ensure children with SEND are safeguarded effectively
- To coordinate staff training on SEND and accessibility
- To support key workers in adapting provision to meet individual needs
- We provide extra pastoral support and attention for these children
- To liaise with external agencies and specialists
- To lead on the development and implementation of the Centre's accessibility plan

Responsibilities of Staff

- To be familiar with and follow this policy at all times
- To treat all children in their care with equity
- To ensure that each child has equal access to the Centre's curriculum and facilities
- To report any incidents, they observe whereby this policy is not adhered to in full
- To be alert to the additional safeguarding vulnerabilities and challenges that children with SEND may face
- To work collaboratively with the Inclusion Lead/SENDCo and Designated Safeguarding Lead when concerns arise about children with SEND

- To recognise additional barriers that can exist when recognising abuse, neglect and exploitation in children with SEN needs.
- To plan activities that are accessible to all children from the outset

Responsibilities of Families

- To inform staff of any additional needs their child may have which might restrict their access to the curriculum
- To work with staff in providing any additional support their child may require to access the curriculum on an equal basis with other children at the Centre
- To participate in review of child's progress and provision
- To provide feedback on accessibility of the provision and curriculum.

Criteria for Success

- The Centre demonstrates through its promotion and environment that all children have equal opportunities to learn and develop.
- All possible measures are in place to enable children with SEND to take a full and active part in their education.
- Children with SEND are effectively safeguarded and any additional vulnerabilities are recognised and addressed.
- The content of this policy remains pertinent and in line with current legal requirements.
- Progress against accessibility priorities (as set out in our accessibility plan) is measurable and regularly reviewed.
- Families report that the Centre is accessible and inclusive.
- Staff feel confident and competent in meeting the needs of children with SEND.

In line with the Equality Act 2010, this document is available in alternative formats upon request. Please contact school office on 01189375577 to request an alternative format.

Associated Policies

- | | |
|-------------------------------------|---|
| • Inclusion | • Health & Safety |
| • Admissions | • Illness & Injuries |
| • Assessment | • Medication Administration |
| • Attendance | • Off-site Activities |
| • Behaviour | • Physical movement of Children Within the Centre |
| • Confidentiality | • PPA policy |
| • Equalities, Diversity & Inclusion | • Safeguarding |
| • Fire Safety | • SEND |
| • Food, Drink & Healthy Eating | |

Accessibility Policy

- Curriculum, Teaching & Learning
- Working with Parents
- SEND Information Report

Policy Agreed: March 2026

Policy to be Reviewed: March 2027

Appendix 1 -- Procedures

PHYSICAL ENVIRONMENT

The physical environment of the Centre is regularly assessed through accessibility audits. Our priorities for improving the physical environment are detailed in our separate **Accessibility Plan**.

Our approach to accessing physical environment:

- We conduct regular accessibility audits, seek support from external specialists where appropriate
- We seek feedback from families about physical barriers they or their children experience
- We maintain a log of accessibility improvements and their impact
- We prioritise improvements based on the needs of our current and prospective cohort
- We ensure all children can access both indoor and outdoor learning environments

Key priorities include:

- Ensuring that all buildings have disabled access
- Improving access to outdoor play area
- Maintaining clear pathways and appropriate lighting
- Ensuring furniture and equipment is suitable for children with different physical needs

CURRICULUM

The Centre follows the Early Years Foundation Stage (EYFS) Curriculum, designing our provision from the bottom up to be inclusive and accessible to all children, rather than adding on adaptations along the way.

Our approach to curriculum accessibility:

Universal Design Principles

- We view the curriculum as something that everyone needs to access from the outset
- We embed accessibility principles across all areas of learning
- We use multi-sensory approaches as standard practice (e.g. showing information visually as well as verbally)
- We provide information and activities to support different learning styles
- We ensure the learning environment is accessible to all children

Personalised Support

- A Key Person system is in place
- Children access the curriculum by learning through play as explained in the Teaching & Learning Policy
- Children with Special Educational Needs and/or disability have their learning planned by their Key People and implemented by all staff
- The Inclusion Lead/SENDCo oversees the planning for any children with Special Educational Needs and/or disabilities
- We quickly identify any areas of difficulty that children may have and put support in place
- We set high expectations for all children, including those with SEND

Reasonable Adjustments

- We make reasonable adjustments to remove barriers to learning
- This may include adapting resources, providing specialist equipment, or adjusting the way activities are delivered
- We work with families and external specialists to identify the most effective adjustments
- We regularly review the effectiveness of adjustments and adapt our approach as needed

Staff Training and Development

- Training on SEND-specific approaches (e.g. Autism Education Trust training)
- Building expertise in using visual supports across all areas of learning
- Develop further understanding of adaption of curriculum
- Sharing good practice through peer observation and staff practice
- Specific training priorities depends on specific cohort

COMMUNICATION

Centre staff communicate with children primarily through speaking and listening. We recognise that some children find this means of communication challenging and we provide a range of communication strategies to meet individual needs.

Communication strategies we use:

- **Makaton signing** – staff use Makaton signs consistently across the setting
- **Visual symbols and communication boards** – to support understanding and expression
- **Visual timetables** – to help children understand the structure of their day and what will happen next
- **Objects of reference** – where recommended by specialists, to represent activities or places

- **Social Stories** – personalised stories to help children understand what to expect in new or challenging situations
- **Blank Levels** – staff adjust their language to match children's developmental communication levels

Supporting children to understand what to expect:

- We use visual timetables in all rooms to help children understand daily routines
- We create personalised Social Stories to prepare children for new experiences, transitions or changes to routine
- We provide visual and verbal information about activities before they begin
- We involve families in developing communication strategies that work at home and at the Centre
- We assess which communication strategies work best for individual children and share this information with all staff working with that child
- For trips or visits, we provide photos, visual schedules and Social Stories in advance

Staff development:

- Ensuring all staff are trained in Makaton
- Building staff understanding of Blank Levels and how to adjust language
- Creating accessible resources and communication toolkits
- Regular refresher training and sharing of good practice

TRIPS AND VISITS:

We are committed to ensuring that all children can participate in trips and visits.

Our approach to accessing trips and visits:

- We plan trips with accessibility in mind from the outset
- We conduct pre-visits to identify any barriers and plan reasonable adjustments
- We complete risk assessments
- Trips are put on EVOLVE (Nursery School)
- We complete risk assessments for outing trips
- We involve families in planning to understand individual children's needs
- We ensure appropriate staffing ratios, considering that some children may need additional adult support.
- We provide information in advance (photos, Social Stories, visual schedules) to help children know what to expect
- We never exclude a child from a curriculum-linked trip due to their disability
- We invite families of children with high needs to join trips to provide additional support and reassurance

INFORMATION AND DATA DISSEMINATION

We are committed to ensuring that information about the Centre is accessible to all families.

Our approach to accessing information:

- All key information is available in alternative formats upon request
- We use plain English in all communications
- We provide visual information where appropriate (e.g. photos, diagrams)
- We offer translation services for families whose first language is not English
- We ensure our website meets accessibility standards
- We use multiple methods to share information (e.g. written, verbal)
- We check that families have understood important information and offer additional support if needed

MANAGEMENT, COORDINATION AND IMPLEMENTATION

Strategic Oversight:

- The Inclusion Lead/SENDCo and key person review the current needs of children attending the Centre on a termly basis
- The Inclusion Lead/SENDCo and Designated Safeguarding Lead work closely together to ensure children with SEND are safeguarded effectively
- Governors receive termly reports on outcomes for children with SEND

Supporting Families:

- Families are supported effectively through the "children's single point of access" system and the Designated Safeguarding Lead
- We actively seek feedback from families through surveys and individual conversations
- We respond to feedback and make improvements where possible
- We communicate clearly with families about the support available for their children

Planning for the Future:

- Potential future needs are acknowledged and provision is made to meet these needs wherever possible
- We maintain links with local schools and settings to understand emerging needs in our community
- We plan staff training and resource development based on current and anticipated needs
- We ensure our Accessibility Plan reflects both current priorities and future planning

Accessibility Action Plan 2025 - 2028

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

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.	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.

	➤ Information recorded on CPOMS for the Inclusion Lead teacher/ SENDCO. ➤ Pre admission meetings offered to children with complex 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 Early Help Support Worker	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 or Early Help Support Worker 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 Early Help Support Worker	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. ➤ Communication supported through Makaton, functional communication	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

	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.	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

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	➤ Social stories created for children who need preparation ➤ Visual symbols supporting the transition to an trip or visit.				
To engage in LA reviews for resource 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 planned 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 ➤ PEP in place

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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 ➤ PEP 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	Inclusion Lead/ SENDCO Key workers	Priority given to update areas and make amendments /purchase accessible	➤ 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.

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	➤ Emergency evacuation procedures include children with mobility needs (Risk Assessment created) ➤ Staff training on safe moving and handling	Business Manager	equipment as required		➤ PEP 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.