

Chelwood Nursery School
Chelwood Walk
St Norbert Road, London, SE4 2QQ



Accessibility Plan

Policy Schedule	
Written	November 2021
Reviewed by Governors	9 December 2021
Agreed by Governors	9 December 2021
Chair's signature	<i>Mitchell</i>
Next review date	Autumn 2022

Accessibility Plan

Purpose of the plan

The purpose of this plan is to show how Chelwood Nursery School intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of written information to disabled children and their families (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Contextual information

Chelwood Nursery School has a large single storey main building with a separate single storey 'garden room provision' (a nurture space for our two-year-old children,) and children's dining area that can be accessed by a slope as well as by stairs. The school is accessed via Chelwood house, a two storey building with a welcome centre and family space on the ground floor and office space on the upper floor. Much of our curriculum is delivered in our large garden space. There is an accessible, disabled toilet in our main building and one in our children's dining area. Wheelchair access is available into and throughout the buildings with the exception of the upper storey to Chelwood House. A majority of the outdoor space is accessible to wheelchair users and those with restricted mobility apart from the tree house. Our physical environment and outdoor space has been adapted and improved over last 3 years to meet the mobility needs of visually impaired children and is continually reviewed by appropriate professionals from the Sensory Team.

With each new cohort of children, it is essential to look at the accessibility of our learning environment with these children in mind, taking advice from the family and the professionals who are involved in their care. The provision of designated adult support is a key element in ensuring access to our SEND children

The current range of disabilities within Chelwood Nursery School

The school has children with a range of disabilities, which include moderate and specific learning difficulties and more complex conditions. When applications are made for children enter school with specific disabilities, the school contacts the relevant professionals for assessments, support and guidance for the school and the family. In advance of starting and as part of planning for transition, TAC meetings involving professionals are convened to plan and prepare, seek additional resources if required, and make adaptations in readiness. This process may involve site visits to assess our physical environment and ongoing guidance from medical, health and other external professionals.

We have a number of children who have asthma. Inhalers are kept securely but accessibly in the classrooms and all staff are aware of when and how these should be used by each individual child. Staff record the use of asthma pumps on a medication log sheet. (see Medical Conditions in School Policy and procedures).

There are a number of children with allergies within the school some of whom have prescribed medication including adrenaline auto-injectors. Staff receive regular training on their use and these are stored securely but accessibly in classrooms. In line with school procedures, the Inclusion and Diversity leader keeps a log of children with medications and allergies and ensures that all staff across the school are aware of individual children's needs.

For children with more complex needs and medical conditions, such as epilepsy, who require continuous supervision and the administering of medication, appropriate training and ongoing advice from medical professionals is accessed by members of staff involved in providing them with 1:1 designated adult support. The class teams and wider school staff are trained in addition as appropriate.

Disability, Equality and Inclusion

Target	Strategies	responsibility	Success criteria	Time frame
Ensure accessibility plan is an annual item at Governing Body meetings	Clerk to Gobs to add to agenda on an annual basis	Governing body	Adherence to legislation	annually
Improve staff awareness of disability and inclusion issues	Ongoing observation and advice from professionals feeds into and develops practice. SENCO supports teams in unpicking and planning for needs.	SENCO Inclusion and diversity leader Whole staff team	Whole school community aware and embedding into practice	ongoing

Ensure that all policies consider implications of disability access.	Consideration in the review of any policy.	Governing body	Policies reflect current legislation	ongoing
Continue to train staff to enable them to meet the needs of children with a range of SEND	SENCO to lead on/coordinate training.	SENCO Teaching team	Staff are continually developing their skills to help children fully access a broad and balanced curriculum.	ongoing

Disability, physical environment

Target	Strategies	responsibility	Success criteria	Time frame
Continue to maintain and develop learning environments inside and out so that they are accessible to all.	Premises officer and teaching team to regularly audit learning environments together to ensure accessibility to all. And review in response to advice from external professionals as appropriate Premises officer to ensure that markings to support children with visual impairments are regularly maintained.	Premises officer Teaching team	Learning environment is developed and adapted for each new cohort of children and is safe and accessible to all as a result	Ongoing audit at least annually.
Maintain and develop accessibility of the building	Individual EHCP, Care plans are followed and individual risk assessments are drawn up, maintained, reviewed and developed All plans for new work include accessibility.	Governing body SENCO Teaching team	All staff across the school are aware of individual plans and Risk assessments and these are embedded in practice.	ongoing

Disability, written - other information

Target	Strategies	responsibility	Success criteria	Time frame
Website accessible to all	Parents/families with anticipated difficulties in accessing contribute to website development	Business support team SLT	Website accessible to all	Ongoing reviewed annually
Ensure all families and members of the school community can access information	Written information is provided in alternative formats as necessary.	Business support team SLT	All families and members of the community have equality of access to information	Ongoing reviewed annually

Other areas to be referred to in relation to this policy:

Inclusion and SEND

Medical conditions and medication in school procedure