



In May 2021 the Governing Body of Camborne Nursery School and Family Services adopted the following Policy.

Signed:

Chair of Governors

Head Teacher

Camborne Nursery School Access Plan

This access plan is focussed on short, medium and long-term targets to ensure all children and adults have access to Camborne Nursery School.

The school will comply with the Disability Discrimination Act requirements and work with the LA to bring access issues up to standard with reference to curriculum, premises and communication with pupils and their parents/carers.

In the long-term the intention is to ensure that the school is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. To this end we will focus on all access strategies which will aim to overcome some of the barriers to learning or participation experienced by disabled people served by or serving the school.

Should any prospective child or member of staff need premises adaptation the governors will inform the LA immediately.

The attached grid outlines the initial short, medium and long-term targets which are designed to assist us towards our stated objective.

This Access Plan has been updated under the Guidance of Paul Renowden, Capital Strategy Officer, CSF Access and Infrastructure Team, Cornwall Council.

Short Term	Targets	Strategies	Outcome	Timeframe	Goals achieved
Curriculum Access	To ensure curriculum resources and materials are inclusive and avoid stereotyped.	Monitor use of photos and posters in the nursery to ensure breadth and diversity	photos and posters reflect the inclusive environment in the nursery	Regular yearly checks.	Only quality items available that meet inclusion standards.
Physical Access	To ensure the promotion of Makaton Friendly setting.	Makaton champions ensure promotion of Makaton throughout the Nursery.	All visitors to the nursery are aware of the use of Makaton	Regularly monitored by Makaton Champions	Makaton Posters and certificate in place.
Information Accessibility	Parents have full access to information sent home via email/letters and newsletters	Information is gathered during home visits and time to talk to ensure parents communication needs are met	Keyworkers are aware of any communication needs eg. first language/ literacy/visual	Ongoing during home visits and time to talk meetings.	Established ongoing practice
Medium Term Curriculum	All children to have access to a broad and balance curriculum including resources both inside and outside.	Regularly monitor resources to ensure all children have access to suitable resources including those children with sensory processing disorders.	All children will have a broad and balance learning environment with stimulating resources	ongoing	Monitoring by professionals such as SALT/SENCO/EP
Physical Access			Families have clear access to resources and are able	Monitoring by staff and governors	termly

Information accessibility	Increase the range of methods for communicating with all parents/carers so that everyone can access school information equally.	Have termly newsletter placed on the school website, audit level of accessibility with regard to the termly newsletter (paper copy).	to use sunshine room with ease. Establish routine for transferring newsletter to website in place		Access to website
Long Term	Targets	Strategies	Outcome	Timeframe	Goals achieved
Curriculum Access	All children to have access to a stimulating learning environment	To develop staff awareness of barriers to learning and overcome them in planning	All children have inclusive education and learning opportunities		Curriculum access for all children.
Physical Access	Individual access needs monitored and met.	Individual needs to be continuously reviewed through normal assessment procedures. Use devolved capital. Staff to monitor physical	Individual needs met.	Continuous.	All children and families to have access to facilities.

Information accessibility	Review all the forms of communication with parents.	access needs and consult with H&S and SEN Governors. Capital team contacted for advice Check against audit of parents.	Staff aware of formats and use of language.	Continuous.	Clear information given about all aspects of school
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