



Accessibility Plan

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For the purpose of this policy Guildford Nursery School and Family Centre will be referred to as GNSFC. When we say “parent” we mean “parents and carers”.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled children can participate in the curriculum.
- Improve the physical environment of GNSFC to enable disabled children to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled children.

GNSFC aims to treat all its children and parents fairly and with respect. This involves providing access and opportunities for all children and parents without discrimination of any kind.

At GNSFC we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We support every child as an individual. We are inclusive because we believe that it is good for everyone when all children, regardless of their needs, go to their local nursery school.

The plan will be made available online on the school website, paper copies and translated versions are available upon request.

GNSFC is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our complaints procedure covers the accessibility plan. If parents have any concerns relating to accessibility in GNSFC, this procedure sets out the process for raising these concerns. This procedure can be found on the GNSFC website and paper copies are available on request from Reception at Hazel Avenue and York Road.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Current good practice

Access to the EYFS curriculum for children with SEND:

- We ask about any disability, additional needs and/or health condition in early communications with new parents and carers.
- GNSFC offers a differentiated curriculum for all children to ensure that we meet the learning needs of each child.
- We work in a very holistic, child-centred way meaning that there are very few areas of the curriculum to which disabled children have limited or no access.
- Our philosophy is about adapting the routines and the environment to suit the child and reasonable adjustments are continuously made according to circumstances.
- We have highly skilled and qualified staff who have much experience in supporting children with disabilities.
- We have a dedicated family support team who are skilled at supporting families with disabled children.
- We use resources tailored to the needs of children who require support to access the curriculum.
- Curriculum progress is tracked for all children, including those with a disability.
- Targets are set effectively and are appropriate for children with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all children.
- We consult with experts when new situations regarding children with disabilities are experienced.
- If necessary, we refer children to Surrey's Physical and Sensory Service for further support.
- Our commitment to inclusion means that to date no child has ever been denied admittance due to disability. On occasions we have looked at flexible ways to meet families' needs, such as altering attendance patterns.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the senior leadership team and the children and learning governing body committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality information and objectives (public sector equality duty) statement for publication.
- Health and safety policy.
- Risk assessment policy.
- Special educational needs and disability (SEND) information report.

Physical access audit and plan					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?				
2	Are pathways and routes logical and well signed?				
3	Do we have emergency and evacuation procedures to alert all children?				
4	Is appropriate furniture and equipment provided to meet the needs of individual children?				
5	Do furniture layouts allow easy movement for children with disabilities?				
6	Are quiet rooms/calming rooms available to children who need this facility?				
7	Are car parking spaces reserved for disabled people near the main entrance?				
8	Are there any barriers to easy movement around the site and to the main entrance?				
9	Are steps needed for access to the main entrance?				
10	Do all steps have contrasting edging?				
11	If there are steps, is a ramp provided to access the main entrance?				
12	Is there a continuous handrail on each ramp and stair flight and landing?				
13	Is it possible for a wheelchair user to get through the principal door unaided?				
14	If no, is an alternative wheelchair accessible entrance provided?				
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?				
16	Do all internal doors allow a wheelchair user to get through unaided?				
17	Do all the corridors have a clear, unobstructed width of 1.2m?				
18	Does each corridor/block/building have a wheelchair accessible toilet?				
19	Does the relevant block have accessible changing rooms?				

20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?				
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?				
22	Is there a continuous handrail on each internal stair flight?				
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.				
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?				
25	Are non-visual guides used to assist people to use the buildings?				
26	Could any of the décor be confusing or disorientating for students with disabilities?				
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				
28	Is a hearing induction loop available (either fixed or portable) in GNSFC				

Learning access audit					
Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?				
3	Do all staff seek to remove all barriers to learning and participation?				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?				
5	Are all children and young people encouraged to take part in music, drama and physical activities?				
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				
9	Do you provide access to appropriate technology for those with disabilities?				

Information access and audit plan					
Item	Issue	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?				
2	Do you have the facilities such as ICT to produce written information in different formats?				
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?				