



Fairfield Nursery School Accessibility Plan Sept 2025 – July 2026

Aims:

To ensure access to the EYFS curriculum and Fairfield's curriculum for children with additional needs or disability.

To maintain access to the physical environment as the woodland area develops.

To continue to embed the effectiveness of written information available to parents and carer's on the processes of assessment and application for support when a child is identified as having Special Educational Needs and/or a Disability.

Current good practice

Physical Environment – A ramp to the entrance enables wheelchair and pram access. There are no steps in the nursery school part of the building. The outdoor environment has a ramp to the garden and pathways that can be accessed by children with mobility difficulties. Nursery classrooms are spacious and carefully planned based on observations of children. There are no parts of the environment to which children have limited or no access.

Curriculum – Every child is valued as a unique individual. Individual's interests and learning dispositions are valued through the school's negotiated and agreed 'Image of the Child'. This enables curriculum delivery to be matched to individual needs. Integrated groupings of two and three year old children are supported by appropriately sized furniture and equipment.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Staff use Makaton guided by Speech and Language Therapists where appropriate. WellComm assessments enable delay in Understanding and Speaking to be identified. Ginger bear programs is used where appropriate. Adjustments are made for visually impaired children. PECS

symbols are readily accessible for children who need these.

Access Audit

Fairfield is a two storey building but the school sits on the ground floor. There is a lift to upstairs. Doorways are wide and the outdoor area is accessible to all. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the Fern room bathroom and one in the Spring room bathroom. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users. Arrangements can be made for car park access if required but due to electric gate access system required for security and safety this is not open access.

Improvements required

Priority	Person Responsible	Time-scale	Cost	Success Criteria
To develop Fern room into a low stimulating space that all children can independently access when they find the setting / environment overstimulating, looking at inclusion at the fore front of our vision.	SENCO to oversee all Staff.	Ongoing through the academic year	N/A	<p>Ensuring the space is accessible for all.</p> <p>Setting the environment up to create different small spaces such as a padded flooring, small crawling spaces space.</p> <p>Continue to have the large fish tank as a calming space.</p> <p>Black out blinds have been installed.</p> <p>Look at alternative lighting methods.</p> <p>Explore the use of smell to create a calming space.</p>

Review date: by September 2026