Netherton Park Nursery School

Accessibility Plan

2026-2029

Reviewed: September 2026	**Next review date**: September 2029

This plan operates in conjunction with the following school policies /documents

- Equality Policy and Equality Objective Statement
- Behaviour Policy
- Health and Safety Policy
- Local Authority Admissions Policy
- Medical Conditions and Health Policy
- Safeguarding and Child Protection Policy
- School Development Plan
- Special Educational Needs and Disabilities (SEND) Policy

Purpose of the Plan

The purpose of this plan is to show how Netherton Park Nursery School intends, over time, to increase the accessibility of our Nursery School for pupils with a Special Educational Need and/or Disability.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(SEND Code of Practice 2015)

Definition of Disability

'A person has a disability if he or she has a physical or mental impairment with a **substantial** (more than minor or trivial) and **long-term** (lasting or likely to last at least 12 months) adverse effect on **normal day-to-day activities**. *Disability discrimination Act (2010)*

The Responsibility of the School

In line with the Equalities Act 2010, it is a requirement that the Nursery School has an Accessibility Plan. This is a statutory document which will be reviewed and revised every 3 years or where operational needs dictate.

The Accessibility Plan is underpinned by the 2010 Equality Act and 2015 Special Educational Needs and Disability Code of Practice. The plan contains relevant actions to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equalities Act 2010:

1) Improve access to the **physical environment** of the Nursery School, continuing to develop specialist facilities as necessary. This covers improvements to the **physical environment** of the Nursery School and **physical aids** to access education.

2) Increase access to **the curriculum** for pupils with a Special Educational Needs or disability (SEND). This covers teaching and learning and the wider curriculum of the Nursery School such as participation in educational visits and celebratory events. It also covers the provision of specialist aids and equipment, 1:1 support and staff training where necessary, which may assist these pupils in accessing the curriculum.

3) Improve the access of **information** to pupils, staff, parents and visitors with disabilities. Examples might include the Nursery School website, letters, leaflets, visual timetables, and information about the Nursery School and events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are action plans, relating to these three key aspects of accessibility. These plans will be reviewed and amended on an annual basis. The reviews will report on:

- whether targets have been / are on track to be met
- the quality of provision that has been developed and the impact this has had
- Changes and adaptions to the building or grounds that have been made in relation to the Accessibility Plan.

The financial implications of the Accessibility Plan will be monitored and reviewed by the Headteacher, SENDCo and Governing Body as part of the normal budget procedure.

Governing Body Responsibilities

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented
- Monitoring this plan

Headteacher Responsibilities

- Ensuring staff are aware of pupils' disabilities and medical conditions
- Establishing whether a new pupil has any disability or medical need which the school should be aware of.
- Work closely with the Governing Body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

SENDCo Responsibilities

- Have oversight of the needs of pupils with SEND attending the school, and advise in relation to those needs as appropriate
- Work with the Governors top ensure that pupils with SEND are appropriately supported

- Organising training where necessary
- Liaise with professionals and giving feedback to staff working with the pupils
- Support staff with planning, acquiring resources etc for individuals
- Monitoring this plan, in conjunction with Senior leaders, Governing Body and other stakeholders

Staff Responsibilities

- Act in accordance with this plan
- Support disabled pupils to access their environment and their education wherever necessary e.g. by making reasonable adjustments
- Ensuring that their actions do not discriminate against any pupil

Contextual Information

The Nursery School is a single storey building comprising of three large rooms, and two large outdoor play areas. A fourth smaller room is currently being prepared for a small group of 2-3 year olds. A separate smaller building with an outdoor area is also situated within the Nursery School grounds. There is a ramp up to the main entrance. All outdoor areas are fully accessible. There is an accessible toilet within each building. Accessible doors are located around both buildings. We have a disabled parking bay located in the staff car park. All reasonable adjustments would be made for a child with additional accessibility requirements should it be necessary. All staff are First Aid trained and hold a current Paediatric certificate. Where appropriate staff are Adrenaline Auto-Injector (AAI) trained. Medication that needs to remain cold is kept in a locked fridge located in Sycamore Room Kitchen. All other medication is kept in locked offices that is easily accessible for staff to get if required. AAI devices and inhalers are stored securely and accessible within each teaching room. Health Care Plan's, Risk Assessments and PEEP's are in place for pupils and staff where appropriate. These are reviewed regularly and shared with relevant staff.

The majority of pupils with disabilities will be identified before starting nursery. This information will be gained through home visits and referrals from other agencies including IEYS. This enables

the necessary alteration of provision, staffing and equipment to be addressed before the child starts.

Improving the physical access at Netherton Park Nursery School

Current Practice:

- Disabled parking spaces on car park
- Disabled toilets in both buildings
- Adapted resources for individual needs
- Nursery Indoor environment is on a level surface
- Corridors are wide and clutter free to enable ease of access around nursery
- Communication friendly environment e.g. signs across school site, visual timetables, communication boards, use of Makaton etc
- Quiet spaces available as distraction free environments for targeted intervention work
- Daily access to the outdoor learning environment for physical development
- Reasonable adjustments are made to support as full on involvement as possible e.g. busy transition times for pupils with social/ interaction needs
- SENDCo reports to Governing Body termly
- Annual visits by the governor with responsibility for SEND

Targets	Actions	Outcome	Timescale	Evaluation	By Whom
To provide access to specialist support for 2-year-olds -Saplings Inclusion Hub	Building of Inclusion Hub in old Kitchen through the SBN Capital Funding	Identified children in 2-year-old provision will access appropriate space and resources to enable	January 2027	Impact of hub monitored through children's progress	

	Staff to visit Mini Meadows Specialist Nursery (Pens Meadow) for ideas Resources / furniture purchased Children attending identified Opening event	them to make maximum progress			AP/LA/HYW AW / Senior leaders
To offer access to the nursery school car park for people with a blue badge	Ensure disabled children, parents and visitors with a blue badge know they can access the nursery school car park	Children, parents and visitors with a disability are able to access the setting with greater ease	Ongoing	Access to the carpark for relevant people via the barrier code	AW to agree
To ensure that all children and adults can be safely evacuated	Personal Emergency Evacuation Plans in place for children with disabilities that affect their ability to evacuate without additional support, Ensure all staff are aware of their responsibilities for assisting disabled pupils	All children and adults evacuate promptly and safely in case of emergency	Ongoing	All children with disability have PEEP in place	VE - SENDCo AP / KR/ KC senior leaders

	Physical resources such as appropriate pushchairs, transferable ramp provided and available where required				
To ensure main gates and external doorways allow hands free access	Main gate, car park gate and main entrance door to be made electronic opening upon the touch of a button	Ease of access for all	Spring term 2027	Electronic door and gates in place	EH - funding allocated from Devolved Formula Capital
To ensure all children have a comfortable, suitable space to meet their toileting needs	New toileting area in Saplings room which can be accessed by Sycamore children if more appropriate Areas kept clutter free Visuals in toileting areas to support children with toileting routines and help with independence	Intimate care needs fully supported for all children	Autumn term 2026	Children's intimate needs are met	All staff

Improving curriculum access at Netherton Park Nursery School

Current Practice:

- Monitoring of teaching and learning across the nursery school
- Data analyses of pupil progress
- Learning walks and teaching observations
- Parent consultations / reviews termly
- SEND Provision Maps
- SEN Support Plans written and reviewed
- Individualised planning and interventions to incorporate SEN support plan targets and individual needs, and to maximise children's attainment, achievement, inclusion and well being.
- Liaison with external agencies e.g. IEYS, SALT, Physio, CIPS, OT, Educational Psychology Service
- Total communication environment to support all methods of communication
- Use of sensory aids such as ear defenders, weighted blankets, vibrating cushions, chewellery
- Differentiated planning
- Educational visits and celebratory events accessible to all
- Additional staff employed to work within the SEND Team and deployed accordingly
- Staff training to meet needs of groups e.g. Allergy, Asthma, Allergy, ASD, etc
- Transition is planned in detail for each child to ensure as smooth a transition as possible.

Targets	Actions	Outcome	Timescale	Evaluation	By Whom
To ensure the process for reviewing SEN Support plans is rigorous, embedded, consistent and effective	Review SEN Support plan review paperwork Termly meetings with parents to review plans Time scale for reviews SENDCo to ensure process is effective through regular and thorough moderation	Graduated Approach embedded across the nursery school Parents attending review meetings and involved in target setting Interventions have positive impact and are reviewed and amended appropriately to have maximum impact	First cycle of reviews in Autumn term Ongoing	Impact of interventions is evidenced in SEN support plan reviews against targets set Parent feedback	VE -SENDCo AP / KR/ KC - senior leaders
To further enhance Total Communication Environment to support all children especially those with SEND	Consistent use of visuals in all rooms by all staff Use of Makaton, including Makaton signs of the week shared with staff and parents Communication resources shared with parents AP to look at Inclusive Classroom Profile themes	Total communication is being used consistently throughout the day with all pupils Children's understanding is improved through the use of visual support Transitions are smoother through consistent use of visuals including 'Now and Next' boards	Fully embedded by Summer term	All staff feel confident in using visuals to support children's needs Parents are fully supported Pupils progress evidences the impact of the effective use of visuals	AP to share visual key rings with all staff AP to share Makaton signs of week in staff weekly briefing and on Tapestry for families AP to share visual resources at Evergreen Café

To ensure all children's sensory needs are met to support them to be regulated and ready to learn	Sensory audit for individuals to identify their sensory need Sensory resources provided or purchased where necessary e.g. access to quiet spaces, spinning equipment, movement breaks, pressure resources etc	Children will stay regulated as their sensory needs are being addressed, resulting in better access to the environment.	Ongoing	Children's sensory needs are met and is evidenced through observations	VE - SENDCo AP / KR/ KC - senior leaders
To ensure the attendance of all SEND children is in line with non-SEND peers	Monitor reasons for absence – is it medical or other reasons? Support parents with routines for bedtime to reduce days off due to poor nights sleep Support parents with making referrals for pushchairs, DLA, mobility etc where appropriate which may help getting children to nursery Certificates for high attendance – take into account the additional	SEND children's attendance is in line with that of non-SEND children Number of lateness and absences due to poor sleep patterns reduced	Half termly monitoring	Attendance data monitoring	AW / Senior leaders

	appointments of children with complex SEND needs which is beyond their control				
To develop links to local special schools to improve understanding of the curriculum and learning environment	Organise opportunities for staff to observe practice Named contacts in specialist schools	Increased confidence of staff in developing curriculum accessibility	Summer 2027	Visit reflection and evaluations	Senior leaders

Improving information access at Netherton Park Nursery School

Current Practice:

- Home visits to gather and share information with parents
- Nursery school website includes policies and procedures and Local Offer
- Updates communicated via social media e.g. Facebook
- SEN Support plan meetings
- Availability to talk to SENDCo and SEND assistants
- Appropriate space to be allocated to be able to meet with parents
- Annual reviews for children with EHCPs
- Team Around the Child meetings – feedback from meeting sent to all involved

- Parent / carer surveys
- Parent / Carer workshops and stay and plays provide opportunities for information sharing
- Evergreen Café
- Parent/carer feedback following workshops, meetings, consultations etc
- Tapestry used to share updates, learning experiences, successes and next steps
- Children's preferred communication method recorded during home visit and families home language recorded

Targets	Actions	Outcome	Timescale	Evaluation	By Whom
To support families who speak English as an additional language	EAL families identified and shared with staff Make use of staff's language skills to translate information to parents where possible Use Google Translate to provide information where possible Where possible have interpreters for meetings	All families will understand the information shared with them Families will respond more readily to information they have received and increase their engagement	Ongoing	Engagement of families who speak an additional language increases	All staff

	Avoid the use of abbreviations for parents to aid with translation and understanding Create translated version of key information in the most common languages spoken by families where possible. Simplify key information where possible for ease of translation. Visual support alongside written information where possible Information provided digitally where possible to enable use of translation resources				
To ensure key information provided to parents is accessible e.g. SEN Support plan reviews, Tapestry posts	Ask parents/ carers about any access needs they may have when their child is inducting Review communications sent home and produce alternative versions if required e.g. large print, tape recorded, simplified, translated	Increased response to communication sent to parents/carers e.g. Tapestry comments, parental input with Support plan targets.	Ongoing	Engagement of all families increases	All staff