

Accessibility Plan 2025-2026

Purpose of Plan

The purpose of this plan is to show how Alumwell Nursery School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
 - Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
 - The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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 the school

This includes improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

School Profile-contextual information

Use information from SEF

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
There are high aspirations for all children alongside a clear vision for the education of all children with SEND	Policies and procedures are inclusive, giving equal opportunity to all children	All staff	Ongoing		
Leaders understand their statutory responsibilities under the SEND code of practice and Equality Act. Policies and practices are effectively implemented in line with	Policies are up to date. Equality duty and objectives are published on the website.	SLT	Ongoing		

statutory requirements and are reviewed and evaluated regularly.					
The school has a named SENCO who works within the senior leadership team alongside the Headteacher, and they ensure that the vision for children with SEND is explicit	Named SENCO is Ian Morris and this is stated on the website. SEND is discussed regularly at staff meetings and safeguarding meetings. A cycle of tasks related to the school year is firmly established eg transition meetings, review meetings, EHCP requests	SLT	Ongoing Children's progress and needs are discussed with key workers in progress meetings and with 1:1 support workers weekly. Cycle of tasks are in place.		
The school has an agreed SEND development plan with identified priorities for the improvement of provision	SEND is explicit on the SDP with actions agreed between the Headteacher and Governors to support SEND provision.	SENCO and Headteacher	Medium-long term SDP is reviewed each term.	Annual	

The SEND register is accurate and reviewed at least termly	This is continually reviewed and updated in line with changing circumstances	SENCO	Short term	Half-termly	
The school ensures that the governors are appropriately informed about provision for children with SEND and are given opportunities to gain knowledge of quality SEND provision so that they are able to provide support and, where appropriate, challenge	SENCO termly reports to Governors to update them on progress and provision.	SENCO	Short-medium term	Termly	

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
The size and layout of areas- including all academic, sporting play, social facilities, classrooms, playgrounds and outdoor facilities	New outdoor equipment has been designed and built with accessibility for all a key priority Outdoor flooring is accessible for all children	SLT, site manager	Equipment and flooring installation includes a soft- pore ramp for		

allow access for all pupils			access to main building from the outdoor play area.		
Pathways of travel around the school site and parking arrangements are safe, routes are logical and well-signed	Regular reviews of environment use are undertaken as well as daily checks	SLT, site manager	Ongoing		
Emergency and evacuation systems are set up to inform all pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components	All children with SEN and disabilities are supported in emergency and evacuation situations (PEEP)	SENCO, all staff	Ongoing		
Steps are taken to ensure equality of access for visually impaired children	Environment is well-organised and clutter-free. Specialised equipment is used to enlarge/ enhance resources Bespoke visual aids are used where appropriate Access visit	SENCO, all staff	September 23-July 24	Academic year	Reviewed based on needs of cohort- we currently have no children with visual impairments

Furniture and equipment is selected, adjusted and located appropriately.	Nursery rooms are uniformly organised to ensure developmentally appropriate equality of access. Nurture room resources specially selected. Environment is distraction free	SENCO	Ongoing		
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Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Admission and induction processes are clear, well planned and appropriate for the needs of the child and the family, making adaptations where necessary.	Transition procedures are explained to parents and each stage is discussed to ensure children move onto the next stage at the right time. Written transition plans are reviewed. All children have a homevisit and children with additional needs suspected have further home visits as part of the transition plan. Information from other agencies such as health visitors and medical staff is sought in a timely manner to gather all necessary information.	SLT	Ongoing		
Communication with parents and carers of children with SEND is promoted by the school's effective systems and enables parents and carers to	Senco has regular meetings with parents as part of the graduated response and is available for informal chats daily.	SENCO	Ongoing		

meaningfully contribute to shaping the quality of support and provision.					
The setting and parents and carers work effectively in partnership to achieve consistent and high-quality plans to support children with SEND	Children have regular review meetings where staff assess progress and plan next steps of learning. Targets are SMART and outside agencies support with strategies.	SENCO	Ongoing		
There are opportunities for children with SEND to express their views within the setting.	School council, parent's surveys, child's voice, observations and planning reflect children's interests and choices.	SLT	Ongoing Parent survey		
Individual plans for transition take account of parents' and carers' and children's views.	There is a space on the review paperwork for parent's and child's views to be recorded and acted upon.	SENCO			

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Children with SEND are fully included and supported to take part in all activities in the setting, including any extra provision, enrichment activities, clubs or other out of hours activities.	The nursery arranges a variety of high-quality experiences for children provided by outside visitors such as dancers, storytellers, animal visits, circus entertainers that include children with SEND. Adjustments are in place to support access through preparation, resources, timings and room space	SLT/ all staff	Ongoing		
The setting is appropriately staffed and resourced in order to ensure high quality provision and that children with SEND have their statutory needs met.	Children are cared for and taught within ratio. Staffing changes has led to some inconsistency of support but leaders ensure the best staff available work with children with SEND and are closely monitored by Headteacher and Senco. They are regularly quizzed to ensure they know children's needs and targets. Relevant paperwork is shared with staff to ensure advice is being followed.	SLT	Ongoing		
Outside agency support is engaged appropriately and utilised effectively.	EPs, EYSEN, NIAT, SALT work with staff, children and parents. Reports are used to improve provision based on individual	SENCO	Ongoing		

	needs and to request further support e.g EHCPs.				
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Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Parents and carers are made aware of local and national services that provide impartial advice and support.	Leaflets available from Sendiass and FACE. Links to organisations are on the website.	SENCO	Ongoing		
Parents and carers are fully involved in discussions with the setting on identification and assessment of needs.	Through regular review meetings and daily handover and exchange of information with key workers.	SENCO/all staff	At least termly		