



Accessibility Plan 2025-2028

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Rationale

At Stoneygate Nursery School, inclusion is central to everything we do as we strive to achieve the very best outcomes for every child. Our children are at the heart of all our work, and we are committed to enabling each individual to reach their full potential. Every child has the right to belong, to be recognised for their achievements, and to receive an education that is best suited to their individual needs. All children matter and are valued within our school community.

The Department for Education (DfE) states that pupils should, wherever possible, receive their education alongside their mainstream peers and be entitled to a broad, balanced, and well-differentiated curriculum that reflects the National Curriculum. We recognise that the needs of individual children are paramount, and where these needs cannot currently be met within a mainstream setting, appropriate specialist provision should be available.

At Stoneygate Nursery School, we continually reflect on and adapt our practice to ensure our provision is as inclusive as possible. We recognise and celebrate the wide range of needs within our school, valuing diversity, shared experiences, and personal achievements. Our school community actively promotes a culture of care, respect, and mutual support, ensuring that every child feels safe, included, and valued.

Legislation and Guidance

The Equality Act 2010 (Schedule 10, Paragraph 3) requires all schools to have an Accessibility Plan, which must be reviewed at least every three years. The Department for Education also identifies the Accessibility Plan as a statutory requirement.

An Accessibility Plan sets out how a school intends to:

- a) Increase the extent to which disabled pupils can participate in the school's curriculum;
 - b) Improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of the education, benefits, facilities, or services provided or offered by the school; and
 - c) Improve the delivery of information to disabled pupils that is readily accessible to pupils who are not disabled.
- This must be provided within a reasonable timeframe and in ways that take account of the pupils' disabilities and any preferences expressed by the pupils themselves or their parents.

Under the Equality Act 2010, a disability is defined as *"a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities."* This definition includes physical disabilities, sensory impairments (such as those affecting sight or hearing), and long-term health conditions, including asthma, diabetes, epilepsy, and cancer.

Making Reasonable Adjustments for Disabled Pupils

Reasonable adjustments meet statutory requirements when they:

- act to prevent disabled pupils from being placed at a substantial disadvantage;
- are designed to support all disabled pupils;
- are anticipatory, taking into account potential barriers in advance; and
- enable disabled pupils to participate fully in education and associated services.

At Stoneygate Nursery School, we have clear processes for identifying, assessing, and making provision for children with Special Educational Needs and Disabilities (SEND), as outlined in our SEND Information Report, which is available on the school website.

We are an inclusive, open, and listening school and recognise that children and their families are at the heart of everything we do. Wherever possible, we will make reasonable adjustments, including the provision of appropriate equipment and services, to ensure that disabled children and young people are not placed at a disadvantage and are able to access education on an equal basis with their peers.

Action plan

The following Action Plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It will be reviewed every three years or sooner, as and where appropriate.

Curriculum				
Access to Learning and Play Opportunities				
Target	Actions	Outcome	Lead	Timescale
To continue to improve practitioner knowledge and confidence in meeting SEND need.	<p>Audit current practitioner skill/knowledge/experience.</p> <p>Identify priority areas e.g. practitioner interest, frequency of children with specific identified needs.</p> <p>Identify any CPD needs and address as appropriate.</p> <p>Cascade knowledge/strategies at staff meetings/INSET allocated time.</p>	Staff are confident, up to date and up-skilled in supporting SEND need across setting; improving outcomes for those with SEND.	NH	2025-2026 Continuous Inset/CPD
To improve practitioner knowledge and confidence in ASD.	<p>Organise whole school autism awareness training and Attention Autism intervention refresher for staff.</p> <p>Further training will be accessed by particular members of staff to meet the specific needs of individual children where needed.</p>	Staff will be able to appreciate the needs of children with ASD and employ strategies to better support children, improving outcomes for those with SEND.	NH	2025-2026
To ensure timely training for staff on any individual medical needs that arise.	Effective communication with school nursing sector to ensure any necessary medical needs are catered for, ensuring advice around adapting curriculum to meet specific need, is both actioned and in place.	Children with specific medical needs will be able to access their nursery session entitlement, with the correct support and adaptation in place to allow them to do so.	NH	ongoing

<p>To further develop 'catch-up' provision/interventions (as per nursery provision map) across setting.</p>	<p>Audit current intervention timetable (staffing, frequency, type)</p> <p>Identify need across setting and match intervention to need</p> <p>Identify any CPD needed amongst staff and action</p> <p>Evaluate provision for effectiveness and child progress each half term, further strengthening monitoring and evaluation of intervention.</p>	<p>Interventions will be consistently and effectively delivered by staff.</p> <p>Intervention delivery will be strong, enabling SEND progress to be good or better.</p> <p>Interventions will be monitored and adapted to meet changing need of SEND cohort half-termly.</p>	<p>NH</p>	<p>2025-2026</p> <p>ongoing</p>
<p>To ensure effective resources for SEND pupils are available.</p>	<p>Evaluate current need in setting</p> <p>Audit toys, books, resources within setting, including those with positive images of disability, variety of needs can be met with existing resources/additional resources required</p> <p>Seek/follow advice from additional stakeholders, e.g. parents, STS, QToD and purchase further resourcing where appropriate and able.</p> <p>Ensure Inclusion Funding is applied for where able to support SEND pupils.</p>	<p>SEND pupils have resources that support their need, enhancing access to the curriculum offer.</p> <p>Resources further support engagement and regulation enabling for better access to learning.</p> <p>Additional funding will help to support purchase of specific resources, including additional TA hours, to support pupils in improving their outcomes.</p>	<p>NH</p>	<p>2025-2026</p> <p>ongoing</p>
<p>For all pupils to have access to Forest School sessions within the curriculum.</p>	<p>Forest School Leader qualification completed.</p> <p>Forest School to be embedded into the curriculum offer throughout the school year, for all children, over time.</p>	<p>Dedicated space for Forest School is available and accessed by all children.</p>	<p>NH + TA</p>	<p>ongoing</p>

Environment

Access to the Nursery Environment

Target	Actions	Outcome	Lead	Timescale
<p>Ensure sensory rooms are both accessible at all times and are in effective working order.</p> <p>Maximise use where appropriate.</p>	<p>Book in service/inspection of equipment and undertake repairs where necessary.</p> <p>Audit need across setting and incorporate sensory room into interventions for those pupils applicable.</p>	<p>Sensory Room is regularly used and more accessible for those pupils who would benefit from additional sensory input/regulation, in order to better access learning.</p>	NH	<p>Autumn 2025</p> <p>2025-2026</p> <p>ongoing</p>
<p>Ensure quiet, calming spaces are available and accessible for pupils with SEND.</p>	<p>Audit current environment.</p> <p>Create enough calming, neutral, comfortable places are available for SEND pupils to use for regulation – purchase additional resources if needed.</p>	<p>SEND pupils can access areas in order to contribute to self-managing emotions.</p>	NH/ES/SV	<p>Spring 2026</p>
<p>To ensure that Personal Emergency Evacuation Plans (PEEPS) are completed for pupils identified as requiring one.</p>	<p>Liaise with stakeholders; parents, school, healthcare staff etc in order to identify needs and put in place appropriate evacuation arrangements.</p> <p>Ensure PEEPs are effective by undertaking fire alarm test. Adjust where needed.</p>	<p>PEEPs are in place and effective for all pupils/staff who require one.</p>	NH/JB	<p>ongoing</p>
<p>Ensure Forest School can operate out of a dedicated, safe space that is resourced effectively to meet need.</p>	<p>Forest School area to be developed and checked to comply with H&S requirements.</p> <p>Outdoor furniture to be replaced where needed.</p> <p>Resources to be purchased/allocated including additional staffing to support need and ratio where required.</p>	<p>Dedicated, safe space for Forest School is available and accessed by all children.</p>	NH + TA	<p>ongoing</p>

Communication

Access to Information for Children and Families

Target	Actions	Outcome	Lead	Timescale
To improve welcome of setting for children with SEND and their families	<p>Review SEND policy – make sure it is up to date in terms of legislation and local changes which affect how we provide for SEND.</p> <p>Ensure this is sign-posted effectively and accessible on as many platforms as available for families.</p>	Practise will be up to date and compliant with legislation, ensuring best provision is planned for.	NH	ongoing
To enable improved access to written information for children, parents and visitors.	<p>Raising awareness of font size and page layouts will support children/parents with visual impairments.</p> <p>Auditing the school books to ensure the availability of large font and easy read texts will improve access.</p> <p>Auditing signage around the school to ensure that is accessible to all – liaise with H&S Officer.</p> <p>Staff trained in visual communication methods – PECs support, Makaton signing, Communication with parents based on knowledge of parental need e.g. electronic/ paper/face to face</p>	<p>Staff aware of all children’s individual needs and will adapt as appropriate.</p> <p>A good selection of books are visually accessible for range of visual needs.</p> <p>School signage will be clear and accessible. Adaptations will be made when appropriate and needed to support parents and visitors</p>	NH	ongoing
To ensure all parents have access to information relevant to their own or their child's needs	<p>Leaflets and posters displayed throughout the buildings. Signposting from staff where relevant.</p> <p>Parent courses run covering a range of SEND topics.</p> <p>Parent workshops run by staff at Nursery to support parents.</p> <p>Audit website for information displayed and links shared; adapt/add where necessary.</p> <p>Share Lancashire SEND newsletter and any updates on DoJo (easily translatable for parents)</p>	All parents feel informed and up to date with SEND information relevant to them and their child.	NH	ongoing