

Accessibility plan



FLATTS
NURSERY SCHOOL

Approved by: Andi Gilroy-Sinclair **Date:** 7.11.19

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is inclusive and aims to provide the right approach for each individual. We have been awarded the Dingley's Promise Accreditation as a setting which is inclusive to pupils with additional needs.

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

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

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a curriculum with a set number of milestones based around a progressive set of skills which should enable all learners to access the curriculum at their own level We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils 	Learning environment organised to meet the needs of children or staff with a disability or additional need	Guidance from specialists (Speech Therapy, Visual Impairment Service, Hearing Impairment service, Occupational therapy)	Leaders and Key Person	Ongoing	Pupils or staff with a disability or additional need are able to access the learning environment more effectively
		Raise pupil awareness of people with different needs	Group times planned to discuss issues PSED Staff training on persona dolls 2025	Teachers	Ongoing	Increased pupil awareness of others with a disability or additional need
		Curriculum to meet the needs of all learners	Reflect on the curriculum throughout the year with each cohort Curriculum standing part of Thursday meeting Autumn 2024 Stepping stones added for each curriculum goal Autumn 2025	Leaders	Ongoing	All learners accessing the curriculum Staff understand how to adapt the curriculum to all learners

	•	Improving staff knowledge and expertise around inclusion and adaptations	Support staff with training where appropriate. Monitor practice to support and identify areas for improvement	Headteacher	Ongoing	Children will access the curriculum and make good progress
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required</p> <p>This includes</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Accessible parking bay • Accessible toilet and changing facilities • Low shelving at wheelchair accessible height • Height adjustable changing table 	<p>Ensure changing facilities are good quality and meet purpose</p>	<p>Following advice from maintenance engineer there is a small amount of rust on changing bed. Order one on the next 12 months</p> <p>Follow up visit suggested painting the area to cover rust and prevent it spreading</p>	Headteacher	November 2023	<p>New changing bed in place and being used appropriately</p> <p>Rust treated and bed being used appropriately. Budget will be monitored to see when a new bed can be purchased</p>
		<p>External signage to be improved taking account of appropriate colour schemes and font sizes</p>	<p>Guidance from signage companies to ensure signs are clear and easily read</p>	Headteacher	Medium Term Goal	<p>Visitors to site will have clear routes on display to improve accessibility</p> <p>Signage improved for speed limit</p> <p>Accessible parking kept clear</p>
		<p>Ongoing management and refurbishment of teaching and learning areas.</p>	<p>Act on advice from specialists e.g., moving furniture etc</p>	Headteacher	Ongoing	<p>Learning environment is more accessible to children with visual and hearing needs</p>

		Improving staff knowledge and expertise around healthcare needs and adaptations	Support staff with training where appropriate. Work with healthcare professionals to ensure appropriate practice and expertise	Headteacher	Ongoing	Children will access the curriculum and make good progress Staff trained in Peg feeding and flushing tracheostomy
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible	IEP, MSP targets are shared with key person and parents using the online learning portal	SEND information is available to all staff	SENDCo	Ongoing	Children's needs are known and being addressed Children's plans are uploaded on OPAL to ensure all staff and parents can access
		Improve internal signage to enhance communication methods	Signs to be created around school Create object of reference notice boards around school (visit to Delius special school)	Headteacher	Ongoing	Children can show more independence in accessing the environment
		Long term staff training on Makaton to aid communication	Makaton training for staff to improve communication and language for children with limited speech Sign of the week introduced in weekly meeting	Headteacher	Ongoing	Adults can support children to communicate using known shared gestures. Increased level of Makaton being used
		Improve pictorial symbolic representations	Visual timetables and choice boards to be used Visual timetables in place in both areas	Leaders and Key Person	Ongoing	Children will be able to use pictures to show choices or understand the daily routine Children in the 3-year-old room responding well

		<p>Liaise with primary schools for transition of our children to their new schools</p>	<p>Once children have been allocated places at primary school contact to ensure transition arrangements are in place</p> <p>Transition conversations to take place with SENCo's</p>	<p>SENDCo Leaders Key Person</p>	<p>Ongoing</p>	<p>Children will have effective transition to their new school and new staff will be aware of any additional needs.</p> <p>Conversations take place annually and all paperwork transferred through CPOMS</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by leaders and approved by the headteacher.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy