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Vision

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding futures.'

The Definition of 'Disability' under the Equality Act 2010

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past are also protected by the Act.

Statement of Intent

This plan outlines how Westfield Nursery School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

This plan aims 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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents/ carers
- The headteacher and other relevant members of staff
- Governors
- External partners

The School's Context

Our school has been open since the 1970's. We are a local authority maintained Nursery School providing care and education for 2- 5 year old children living in Dunstable and the surrounding area.

We have the benefit of being purposely built and resourced for young children, so they have the very best start on their educational journey without the 'top down' pressures which may occur within a primary school setting.

We all hope that children will have a wonderful experience at Nursery and make the most of the opportunities that we provide. Working closely with parents and carers our aim is to develop a life-long love for learning.

1. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality of Opportunities Policy
- Teaching, Learning and Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- General Data Protection Regulations Policy

2. Roles and Responsibilities

The governing board will be responsible for:

- 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

The headteacher will be responsible for:

- Ensuring staff members are aware of pupils' disabilities and medical conditions
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan

The SENCO will be responsible for:

- Working closely with the governing board to ensure that pupils with SEND are appropriately supported
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising in relation to those needs as appropriate

Staff members will be responsible for:

- Acting in accordance with this plan at all times
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice
- Ensuring that their actions do not discriminate against any pupil as a result of their disability

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Aims

For the children:

- To be welcomed into, and become an integral part of the school community
- To feel safe and secure in a happy, stimulating environment
- To be valued as an individual, receiving praise, encouragement and support in their learning
- To be offered the opportunity to participate in a variety of experiences that will enhance their skills, attitudes, values, knowledge and understanding
- To be encouraged to be independent in their thinking and learning
- To learn through play and through first-hand involvement
- To have access to an enjoyable, focused and meaningful curriculum
- To develop a sense of kindness and respect for others and themselves
- To develop the qualities of confidence, enthusiasm, self-discipline and perseverance
- To become prepared for their next steps in life and education

For the parents/carers:

- To be welcomed into, and become an integral part of the school community
- To be valued as individuals
- To have a positive experience of our education system
- To work in partnership with the school staff in an atmosphere of mutual respect, trust and openness
- To be informed about the learning experiences that are available in the nursery
- To be informed of their child's progress and experiences in the nursery
- To share the school's vision and values

It is our aim to remove, where possible and reasonable, any barriers that may hinder a child or their parent from realising our vision for them.



**Westfield Nursery School
Accessibility Plan
Planning duty 1: Curriculum**

	Issue	What	Who	When	Success Criteria	Review
Short term	SEND pupils not accessing large group story time	SEND pupils will have bespoke 'Sensory story' sessions	SEND 1:1	Autumn 2024- Spring 2025	Pupil's outcomes for Literacy improved	Sensory story sessions allow children to access literacy adult led learning in a small group. Support staff have had a session together to plan and deliver new stories.
Medium term	Staff members need further help to adapt teaching	INSET on scaffolding and Alternative & Augmentative Communication (ACC) provided to staff members	Headteacher	Spring 2025- Summer 2025	Staff members have the skills to support pupils with SEND needs Staff members have the skills to support pupils with EAL needs	All staff have received continuing professional development on scaffolding, ACC, communications champions and SHREC. The SEND provision has been reviewed and updated to show quality first teaching in the four areas of SEND as well as group and individual support.
Long term	Are all SEND pupil's needs being met appropriately?	Audit of provision & practice	SENDCo/ External advisor	2024-2027	All findings have been actioned	Inclusion monitoring completed April 2027. Only 22 pupils do not fall into a pupil group. Nursery is highly inclusive, supporting pupils with a range of complex needs. (Only 18 not in a pupil group across three-year groups (E2, N1, N2) in Spring term and 21 Summer term) All children whether they had additional needs, are EYPP, on the safeguarding log, have English as an additional language, are from a different ethnic group or have a different faith were learning alongside each other and with each other happily.



Westfield Nursery School
Accessibility Plan
Planning duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	Safety of pupils in emergency situation	All SEND pupils have Personal Evacuation Plans as part of SEND plan process	Headteacher	Autumn 2024-Spring 2025	Process for ensuring PEEP written embedded	SEND Assistant notifies SENDCo of pupils requiring a PEEP. 25 PEEPS in place May 2026
Medium term	SEND pupils are not having their sensory needs met	e.g. Balance apparatus purchased and in use Bubble tower purchased and in use	SENDCo/ SBM	2026-2027	Pupil's sensory needs met	Multiple new SEND resources purchased 2025-2026 to support sensory needs including peanut ball, sensory boards, squishy mats, ear muffs, gel numbers and letters, sensory boxes, mood lights, dark den, mood table, lap pads
Long term	Not enough positive role models in books/ resources	e.g. new books showing a range of disabilities purchased and in use new figures purchased and in use Specialist books reflecting range of needs e.g. autism	SENDCo/ SBM	2026-2027	Pupil's sensory needs met	Summer 2027
	Are all SEND pupil's needs being met appropriately?	Audit of provision & practice	SENDCo/ External advisor	2026-2027	All findings have been actioned	Summer 2027



Westfield Nursery School
Accessibility Plan
Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Nursery SEND leaflet out of date against current practice and offer	Update SEND information report	SENDCo/ 1:1 staff	Spring 2025	Updated leaflet available for parents/ carers and new staff	Report updated Spring 2026 to improve accessibility for families
	Nursery SEND policy needs reviewing	Review SEND policy (include further information on neurodivergence) agree and publish	Headteacher/ Link Governor/ Staff	Spring 2025	Updated policy shared with stakeholders	Policy updated Summer 2026
Medium term	Not enough information & support for staff supporting SEND	Update staff induction process with 1:1 with SENDCo 1:1 staff observe other staff	SENDCo	Summer 2025- Autumn 2025	Improved staff knowledge and confidence of school offer and strategies to support SEND pupils	Support staff continuing professional development with planned programme focusing on different aspects of work e.g. sensory stories, sensory boxes, child initiated learning etc.
Long term	Review of interventions and support on offer	Audit of provision & practice	SENDCo/ External advisor	2026-2027	All findings have been actioned	Summer 2027