

Washwood Heath Nursery School

Accessibility Plan 2025 -2028

Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 30 Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

British Values

Within this policy and in our daily practices, we also 'Promote British Values'. These are:-

Democracy: Everyone has a voice and a say in what we do and how we do it

Mutual Respect: We admire and acknowledge everyone's abilities, qualities and achievements

Liberty: We have the freedom to make our own choices

Tolerance: We accept that everyone has a right to their own views and opinions

Rule of Law: We have community rules and practices which keeps our learning community safe and a code of conduct for all adults working within our service.

Vision Statement Under the Equality Act 2010

Schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment,
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. Accessibility Plan

This is a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Washwood Heath Nursery School the Plan will be monitored by the Headteacher and SENCo and evaluated by the Governing Body.

At Washwood Heath Nursery School we are committed to working together to provide an inspirational and exciting learning environment, where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, secure and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Our Aims are:

- To increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school Community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

Equality and Inclusion

We believe that every child is an individual and we are committed to providing equality of opportunity and anti-discriminatory practice for all children, families, staff and volunteers who attend into our setting.

We are committed to working in partnership with parents/carers and other agencies to support all children including those with learning difficulties and disabilities.

We will challenge inappropriate behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation, disability and age.

We are committed to:

- providing a secure environment in which all children can thrive and in which all contributions are valued;
- providing a range of resources depicting different ethnic groups and people with disabilities;
- improving staff knowledge and understanding of issues around equality and diversity;
- including and valuing the contribution of all families to our understanding of equality and diversity.
- To help achieve our objectives of creating a welcoming environment free from discrimination and prejudice, we will:
- ensure that services are equally open and available to all parents/carers and children within the local community;
- ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability do not hinder a child from accessing services;
- treat all children and their parents/carers with equal concern, respect and value;
- have regard for promoting understanding, respect and awareness of diversity and equal opportunity issues through the planning and implementation of our curriculum/activities;
- ensure all children are able to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities;
- ensure that our recruitment policies and procedures are open, fair and non-discriminatory;
- endeavour to recruit a team of staff which reflects the diversity of the local community;

- encourage staff to be positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory behaviour;
- ensure all staff receive necessary training.

Responsibilities

The Governors are responsible for:

- supporting the Headteacher in implementing any actions necessary
- making sure the school complies with the relevant equality legislation
- making sure the school Equality Plan and its procedures are followed
- meeting the reporting requirements
- The Headteacher is responsible for:
- overseeing the effective implementation of this policy.
- making sure the school Equality Plan and its procedures are followed.
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, children and their parents and carers know about them
- producing regular information for staff and governors about the plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability
- the overall for dealing with reports of hate-incidents

Both Governors and Headteacher are responsible for regular monitoring and review of this policy as legally required.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunities

Accessibility Plan Accessibility

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome Accessibility Planning Code C- Curriculum E - Environment I - Information	Lead	Strategy	Dates (From and to)	Evidence
Parents have improved access information and to support the learning and development of their child.	Parents with SEND children to gain an awareness of:- <ul style="list-style-type: none"> • The new SEND COP 2015 • Graduated Response – Assess, Plan, Do, Review • Early Support Plan • The process of an SEN Support Provision Plan (SSPP) and Education, Health and Care Plan (EHCP) • Local Offer • Online support – Autism West Midlands, NHS etc • SEND Information Report • CAT training in house and virtual 	VJD JK, SP and SA	<ul style="list-style-type: none"> • Provide termly parent workshops on SEND processes or areas of need identified • Share links to online support (NHS, Local Offer, Cerebra CAT, SALT, OT) through newsletters and website. • Use home visits and induction meetings to explain SEND pathways. • Offer regular drop-ins with CAT worker/EP. • Ensure SEN reviews follow the assess-plan-do-review cycle. 	Ongoing	<ul style="list-style-type: none"> • Records of SEN review meetings and early support plans. • Home visit notes. • Tapestry observations showing parent engagement. • Parent feedback/surveys relating to SEND information.
	All parents to be fully informed of all news/events at nursery through:- <ul style="list-style-type: none"> • Half termly newsletters • Website • Parents information board • Daily discussions with keyworker • Tapestry – online learning journey. • Surveys - whole school and SEND 	VJD JK, SP and SA keyworkers	<ul style="list-style-type: none"> • Update newsletter half termly and post on website. • Ensure keyworkers speak to parents daily and use Tapestry for updates. • Maintain parent information boards in accessible locations. • Issue short surveys termly to gather parent feedback. 	Ongoing	<ul style="list-style-type: none"> • Copies of newsletters. • Website • Tapestry posts or parent messages. • Completed parent surveys and action outcomes.
	Staff to receive appropriate SEND/Medical Needs training dependent upon the needs of the current cohort of children. <ul style="list-style-type: none"> • PDSS support • EP support and observations • CAT support – observations, Parent Awareness 		<ul style="list-style-type: none"> • Audit cohort annually to identify medical/SEND training needs. • Arrange PDSS/EP/CAT/SALT/LLSS 	Ongoing	<ul style="list-style-type: none"> • Training certificates and attendance logs. • Staff meeting minutes where SEND pupils are discussed.

	<ul style="list-style-type: none"> • SALT – outreach team • CDC – assessment reports • LLSS – Support, Observations and transition 		<p>training based on current pupil needs.</p> <ul style="list-style-type: none"> • Schedule refresher training (e.g. allergy, epilepsy, EpiPen). Use professional reports (CDC, SALT, OT) to guide staff CPD. • Peer mentoring for new staff. 		<ul style="list-style-type: none"> • Copies of professional reports used to plan provision. • Intervention plans and progress reviews.
	<p>Use of adapted resources for children with communication difficulties e.g.</p> <ul style="list-style-type: none"> • visual timetable of day • sand timers to encourage waiting their turn • objects / pictures / symbol cards used to make choices • Use software:-Communicate in Print 	<p>JK SENCo Teachers All Keyworker On-going</p>	<ul style="list-style-type: none"> • Create and maintain visual timetables and symbol-supported communication systems. • Provide objects of reference and choice boards. • Train staff to use Communicate in Print and ensure consistency. • Use timers, now/next boards and simple routines to support communication. 	Ongoing	<ul style="list-style-type: none"> • Photographs of visual aids in classrooms. • Planning showing use of visuals in group times. • Observations demonstrating improved communication. • Assessment data • Wellcomm screenings • SEND progress reviews
To improve access for children with Sensory and Physical needs	<p>For children with Sensory difficulties to be appropriately supported to manage environmental change</p> <ul style="list-style-type: none"> • Appropriate resources • Sensory room • Physical Room • Trampoline • Motivating objects • Sensory circuits • Specific exercises from OT – Virtual meeting, Advice line and NHS website. • Transitions to different groups when appropriate - 2year old, or 3-4 year olds <p>Support from PDSS-Physical management Plans</p>	<p>JK SENCo Teachers All Keyworker On-going</p>	<ul style="list-style-type: none"> • Develop individual sensory profiles with OT guidance. • Provide sensory resources (trampoline, cushions, weighted items, sensory room). • Provide quiet spaces and low-stimulation areas. • Adapt transitions using visuals, social stories and extra adult support. • Monitor sensory needs through keyworker observations. • Staff to attend Sensory Circuits and Sensory Ladders training • Put in place recommendations from PDSS purchase any specialist equipment. 	Ongoing	<ul style="list-style-type: none"> • Photos of sensory rooms/resources. • Behaviour/engagement tracking before and after sensory interventions. • OT advice sheets and notes from consultations. • SEND reviews and progress meeting notes

Improved teaching and learning to ensure full access to the curriculum for all children and involvement in all classroom activities.	<ul style="list-style-type: none"> • Staff continue to implement the broad, balanced and carefully sequenced curriculum that builds on the unique needs, interests and strengths of each child. • Inductions and baseline assessment support early identification of needs. Initial concerns/adaptive teaching plans developed. SEN Support plans/SSPP/EHCP written for identified pupils. • Continue to develop intervention groups. Appropriate staff training both externally and in house with visiting professionals. • To use WellComm Language screening. Set targets to support children's development and implement through adapted learning at group time and throughout continuous provision. • Use PIC Profile to assess children with play, interaction and communication needs Individualised SALT consultations. • Implement use of PIC profile document to support children's learning and next steps. 	VJD JK, SP and SA	<ul style="list-style-type: none"> • Continue broad, balanced curriculum planning with adaptive teaching. • Use WellComm screening and plan targets into provision. • Identify needs early through induction, baselines and observations. • Implement intervention groups (language, attention, social play). • Write and review SEN Support Plans/SSPP/EHCP outcomes. • Use PIC document to plan next steps. 	Ongoing Weekly planning session	<ul style="list-style-type: none"> • WellComm data and progress tracking. • Weekly planning with adaptations noted. • Observations showing access to curriculum. • SEN Support Plans and reviews. • Record of intervention groups and impact assessments. • EHCP outcomes progress.
The needs of pupils, staff and visitors with physical difficulties and sensory Impairments are catered for.	<ul style="list-style-type: none"> • To create low arousal environment to aid learning for all with neutral colour scheme. • To decorate the building in neutral tones. • To develop a sensory room/space. Purchase/replenish a wider range of sensory resources including light sources for children to explore. • To develop the nursery layout to promote independent learning and accessibility to resources. • Providing of specialist aids and equipment, which may assist students in accessing the curriculum when needed. 	VJD JK, SP and SA	<ul style="list-style-type: none"> • Continue to maintain a low-arousal environment with neutral decoration. • Review the nursery layout to ensure free movement and independence. • Develop sensory room and replenish resources. • Install specialist aids/equipment following professional recommendations. • Conduct annual accessibility audit and update improvement plan. 	Budget considerations and long-term plan to complete works.	<ul style="list-style-type: none"> • Photos before/after changes to environment. • Accessibility audit reports. • Purchase records for sensory/specialist equipment. • Feedback from staff, parents and external professionals. • Evidence of children using adapted environment independently.