



Whitecross Nursery School

Accessibility Plan

Reviewed by	Claire FitzPatrick
Date of last review	April 2025
Date of next review	April 2026
Ratified by SEND Governor	30 th April 2025

This policy will be reviewed sooner if there is a change to legislation or guidance which may affect it. Any changes will be communicated to all stakeholders.

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Statement of intent

This plan outlines how Whitecross 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).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

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.
- The Headteacher and other relevant members of staff.
- Governors.
- External partners.

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 Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection 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 that 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 Headteacher and 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 the Headteacher 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. Monitoring and Review

This plan will be reviewed on an annual basis by the governing board and Headteacher. The next scheduled review date for this plan is date. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	To raise awareness of the range of disabilities in this year's cohort of children	Staff receive regular updates from SLT. Staff to receive appropriate training where necessary.	Headteacher, teachers, SENCO	January 2025 April 2025 September 2025	Staff awareness and confidence.	Termly reports to Governors on SEND and any training accessed.
	To ensure all interventions for children with additional needs are targeted appropriately in line with school procedures and that appropriate support from external agencies is requested.	SLT and support staff monitor graduated response targets for individual children termly.	Headteacher, SENCO, support staff	Termly	Staff members have the skills to support pupils with SEND	Termly review by SENDCo, Headteacher and Governor.
Medium term	To ensure all school trips take into account children with additional needs.	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Whenever trips are planned	Planning of school trips takes into account pupils with SEND and are fully inclusive	Termly review by SENDCo, Headteacher and Governor.
Long term	To ensure that in the course of planning for the following year, arrangements for both staff and children take account of all additional needs.	SLT and SENDCO become aware of needs of next cohort of children through our admission procedures. Meetings arranged with parents/other professionals	SLT & SENCO	From September 2025	Pupils with SEND can access lessons	Ongoing review during the school year to ensure needs are being met. Could also be included in staff appraisal and 'Settling in' meetings with parents/carers.

Planning Duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	To ensure there are no physical barriers for any children or staff	All areas of the school reviewed annually. LA informed about any areas of concern. Progress of any identified issues is tracked	SMT and SENDCO	Termly	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Autumn 2025

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	To make information more easily accessible for all parents.	Information is, shared on Class Dojo, emailed to parents and is available on the school website.	SENCO, ICT manager	Ongoing	All parents are receiving information directly	Autumn 2025

	<p>School information sent out may need to be translated into other languages.</p>	<p>To involve DCC school translation service.</p>	<p>Administration staff</p>	<p>Ongoing</p>	<p>School is aware of local services for converting written information into alternative formats when necessary</p>	<p>Summer 2025 Autumn 2025 Spring 2026 Or whenever a new family that needs help joins the school</p>
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