



Wheatley Nursery School Accessibility Plan

Next date for review : January 2028

Reviewed on : January 2026

At Wheatley Nursery School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The governing body has three key duties towards disabled children:

- To improve the physical environment
- To increase access to the curriculum
- To make improvements in the provision of information

Disability is defined in the Equality Act 2010. It states in Section 6 (1) that a person (P) has a disability if:

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

The Equality Act 2010 and Equality duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make reasonable adjustments to their policies, procedures and practices to accommodate pupils with disability more fully in school life.

A school's duty to make reasonable adjustments is an anticipatory one and therefore schools need to think in advance about what disabled pupils might require and what adjustments need to be made for them.

The Accessibility Plan will contain relevant actions to:

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids and equipment, which may assist these pupils in accessing the curriculum.

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs or school visits. It also covers the provision of **specialist aids and equipment**, which may assist these pupils in accessing the curriculum.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and the school events. The information should be made available in various preferred formats within a reasonable time frame.

There are action plans relating to the key aspects of accessibility in place. These plans will be reviewed and adjusted on an annual basis, in conjunction with all stake holders and advice from multi agencies. New plans will be drawn up every three years. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The accessibility plan operates in line with the disability equalities scheme and the Inclusion Policy, Teaching and Learning Policy and Special Educational Needs Policy.

The action plan for school accessibility relates to the Access Audit of the school, which is undertaken regularly by the school. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be revisited prior to the end of each three year plan period in order to inform the development of the new plan for the following period.

As curriculum policies are reviewed, Equality and Diversity will be considered and where appropriate they will make reference to the plan.

To improve the physical environment

The school will take account of the needs of children, staff and visitors with disabilities when planning and undertaking future improvements and refurbishments of the site and premises. There is access to outdoor learning at all times.

Resources and furniture will be arranged to allow individuals to access to all areas as independently as possible, in particular for those children who may depend on the use of mobility aids.

Professional advice from the SENSS Team may be sought on environmental issues and for any specialist equipment which may be required, if not already in school.

Target	Strategies	Time Scale	Responsibility	Success Criteria
To review annually all areas of the school in order to ensure that there are no barriers to accessibility for children, staff and visitors with disabilities	To track progress of any identified issues and concern areas annually.	Annually in March	Senco/ Headteacher	School building annually reviewed. Full accessibility to the building for all.
To ensure children with limited mobility can access the bathroom and other areas of the nursery	To ensure the hoist is in place and working To have an accessible changing table/bed	September 2025	Headteacher	Children with limited mobility are able to access the whole nursery and changing facilities
To ensure children with physical disabilities are able to fully access the garden	Investigate appropriate play equipment for the garden and a swing for regulation Improve the pathway down to the wild area	When funds become available	Headteacher	All children are able to access the garden and have equipment that they are able to access.
To ensure users are able to access the building and park close to the school	Consider changing the grounds to enable safer parking and more areas for parents to wait. Disabled bay outside the school	As funds become available	Headteacher	Wheelchair users can gain access to the carpark and building independently

To increase access to the curriculum

Wheatley Nursery School is responsible for providing a broad and balanced curriculum, differentiated to meet the needs of individual children and their preferred learning styles.

The school provides additional provision to enable children to access the curriculum.

Wheatley Nursery School considers the needs of a range of children with disabilities and prospective children, staff and visitors with disabilities. We encourage information relating to disabilities to be shared during our admissions process.

Staff will use a variety of approaches when planning and delivering the curriculum to draw on the differing strengths and aptitudes of the children. The outside learning environment is accessible to all.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school follows the advice of Local Authority services, such as specialist teachers, the Educational Psychology Service and appropriate health professionals from the local NHS Trusts, etc.

Target	Strategies	Time Scale	Responsibility	Success Criteria
To raise staff awareness of the range of disabilities in the present cohort of children	Weekly records meeting Staff to receive appropriate training where necessary	Continuous	Senco	Raise staff awareness and confidence
To ensure all children are able to access the EYFS at an appropriate level	Tracking monitored termly Adjustments made to provision where necessary	Continuous	All staff	Children able to fully access the curriculum.
To ensure differentiation is in place in all planning and provision across the school	Review current practice and plan for future requirements	Continuous	All staff	Progress is made by all children. Progress is carefully monitored.

To ensure all interventions are targeted appropriately and that appropriate support from external agencies is requested.	SENCO to review termly	Continuous	Senco	Progress is made by all children. Progress is carefully monitored.
To ensure that in the course of planning for the following term arrangements for both staff and children take account of all additional needs	Become aware of needs of next cohort of children through our admission procedures. Set up meetings with parents/other professionals involved	Continuous	Senco	Children and staff are appropriately placed in the nursery.
To provide a quiet space for children who may experience hyper- and hypo- sensory issues Sensory areas made in butterfly room	Further develop the sensory/quiet spaces for the needs of the children.	Continuous	Nursery staff team	There is a quiet/sensory space for children to withdraw to if they become over whelmed
To promote the use of sign language across the setting	Staff with knowledge of sign language to share their expertise with others. Incorporate into daily practice and encourage all staff to use regularly. Training if available for	INSET days 2025 and follow up	All staff	Sign language is integral to the work of all staff in the setting and children with language difficulties or delay are supported by this

	staff in day care and Nursery			
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To make improvements in the provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The school will provide this within a reasonable period of time and in a format taking into account the views expressed by parents or carers about their preferred format.

Target	Strategies	Time Scale	Responsibility	Success Criteria
To provide information on our website encouraging parents and visitors to disclose information relating to their own disability or that of their child	Statement included on website	Spring 2027	Headteacher	Parents and visitors inform office staff of information relating to their own disability or that of their child
To improve signage of the centre from outside the grounds and of areas within the site		When funding is available	Headteacher	There are clear signs outside and across the school.
To improve parking signage for disabled users	Consider the parking outside of the school and space for	Spring 2027	Heateacher	Access to a disabled car parking space

	blue badge holders			
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This plan was put together with the help of governing body and staff team.

It has been shared with the senior leadership team and members of the governing body.