



# Accessibility Plan 2025 - 2028

## DOCUMENT STATUS

Produced By	Version	Date	Action
Sandy Lane Nursery and Forest School	Draft	January 2013	3-yr Review January 2015
	1	22.01.15	Approved by school's Premises, H&S Committee
	1	21.04.15	Approved by school's Curriculum Committee
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	3	21.10.19	Approved by school's Teaching and Learning Committee
	4	05.07.22	Approved by school's full governing body
	5	09.06.25	Approved by school's Teaching and Learning Committee

## Legislation

Equality Act 2010: Schedule 10, Paragraph 3

Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005

## Review Frequency

Every three years

## Approval

Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher

## Data Protection

This policy should be read with due regard to the UK Data Protection Act 2018 and the EU General Data Protection Regulation (GDPR) 2018

## Amendments

### **v5**

- Date changed from 2022-25 to 2025-28 throughout
- p4 – parents' views on transition/induction via questionnaire added
- p7 – updated Action Plan
- p10 – 'Makaton' added to types of school communication

# Accessibility Plan 2025 - 2028

In accordance with our aims and values as a school, we pledge to respect the equal human rights of all our pupils, families, staff, governors and visitors and to educate our children about equality and diversity issues.

We will also respect the equal rights of our staff and other members of our school and local community. In particular, we will comply with relevant legislation and implement school plans in relation to equality and diversity, with particular awareness of the following areas:

• Age	• Religion or Belief	• Transgender
• Disability	• Gender	• Pregnancy and Maternity
• Race	• Sexual Orientation	• Marriage and Civil Partnership

Sandy Lane Nursery and Forest School is committed to ensuring all REASONABLE, PRACTICAL AND PROPORTIONATE steps are taken to ensure equality and diversity for our children, staff, families, governors and visitors. We will work towards: eliminating discrimination, advancing equal opportunity and fostering good relations.

## Background Information

### Our Nursery

Sandy Lane Nursery and Forest School is a Local Authority Maintained Nursery School situated in Orford, Warrington. The school, based in an area of high deprivation, serves a predominantly White British community with the majority of our families living in council properties or being tenants of community owned properties. In the last three years, we have seen an increasing number of families joining us from Eastern Europe.

Our school provides term time education for up to 52 FTE (full time equivalent) 3- and 4-year old children and up to 12 FTE 2-year olds per session. We provide a limited number of 30 hours places for 3- and 4-year olds. In addition, our specialist provision has an intake of up to 12 FTE places. Children with SEND (special educational needs and disabilities) who are eligible for 30 hours take their additional hours in our mainstream classroom on a ratio of 1:13, unless the school is fortunate to receive a contribution from the Local Authority towards the cost of additional adult support (EYSENDIF (Early Years SEND inclusion funding)). Children access their free entitlement from the term after their second or third birthday and, where possible, rising 3s are admitted. The nursery has up to three intakes a year: September, January and April. At any time in our 3- and 4-year old mainstream and specialist provision there will be a mix of N1 and N2 children, ie, children placed in year groups according to their age at time of enrolment (for example, as at May 2025, children in N1 will transfer to primary school in September 2026 and those in N2 will transfer in September 2025). We also provide breakfast and after school care in addition to lunch club for children eligible for 30 hours. To support families and, wherever

possible, we offer additional flexible hours and self-funded places in our mainstream 3- and 4-year old provision when numbers on roll allow.

### Our Physical Environment

The campus site is easily accessible with allocated disabled and parent/child parking bays. The school is built on one level with accessible internal and external doors, suitable for use by wheelchair users or parents/carers using a buggy, and all children's areas have access to a garden area. We have a number of accessible toilets for children and adults within the school building. Our mainstream classroom external doors to the garden area are kept open during free flow play, providing an open, accessible but safe environment for all of the children at the nursery. Children have timetabled access to our sensory room which is fully resourced to provide a range of sensory experiences, including those to support children with visual impairment.

### Our Curriculum

At Sandy Lane Nursery and Forest School, we offer a very accessible curriculum in which independence is promoted, with children having free choice of activities and resources throughout the setting.

Staff planning meetings are held weekly and include discussion relating to children with SEND and plans for any intervention/differentiation that will ensure all children have access to the curriculum. Personal plans are written and updated on a termly basis and strategies are shared with all staff at the weekly planning meeting. The personal plans are also incorporated into the planning to ensure that each child's targets are being planned for and met. Additional workers are sometimes employed to strengthen the team around individual children, based on need, to ensure that they are gaining full access to the curriculum. Advice on additional resources for children with SEND is sought regularly from external agencies including Occupational Health, Speech and Language Therapists and Educational Psychologists. The vast majority of staff have training in the use of Makaton and this alternative communication system is used with all children throughout the nursery. We are also fortunate to have a highly qualified teaching assistant who delivers a range of speech and language interventions to support children with additional language needs.

### Sharing Information

At Sandy Lane Nursery and Forest School, we make information about the life of the school accessible to parents and carers using a variety of methods, including the school newsletter (available as a paper copy in the entrance and also posted on our website), website calendar, our school Facebook page, Tapestry posts, messages via School Spider or on our self-registration boards and through posters displayed around nursery. All of these methods are in addition to the daily conversations staff have with parents and carers at drop off/collection. Staff share information about children's progress via these daily conversations, as well as through Tapestry posts and the end of term progress report.

As part of the induction process, parents and carers are advised of the range of methods for communication with the school, including the opportunity to meet more formally with their child's key worker or other members of nursery staff to discuss their child's progress or at other times where they wish a more confidential discussion. Parents are asked for their views on our transition/induction process and anything we could improve via a questionnaire.

When a child leaves nursery to go to primary school, transition meetings are held to share information about the children. Every child is monitored carefully by all staff and, if any concerns arise, the child's key worker invites the parent or carers into the nursery for a confidential discussion. Parents' and children's privacy is always respected. Throughout their child's time in nursery, parents and carers are actively encouraged to engage with Tapestry to complete home learning and contribute to the ongoing assessment of their child.

### **The SEND Policy and SEND Information Report includes information on how:**

- the individual needs of all children will be met
- children with disabilities and/or special educational needs will be included, valued and supported
- reasonable adjustments will be made for children
- the SEND code of practice: 0-25 years (April 2020) is delivered
- we work with families and other agencies

### **Who is responsible?**

<b>GOVERNORS are responsible for ensuring:</b>	<b>Visitors and contractors are responsible for:</b>
<ul style="list-style-type: none"> <li>• the school complies with the relevant equality legislation</li> <li>• the School Equality Plan and its procedures are followed</li> </ul>	<ul style="list-style-type: none"> <li>• having an awareness of and following our Equality and Diversity Duty</li> </ul>
<b>THE HEADTEACHER is responsible for ensuring:</b>	
<ul style="list-style-type: none"> <li>• the School Equality Plan and its procedures are followed</li> <li>• the equality objectives are readily available and that the governors, staff, pupils and families know about them</li> <li>• the production and circulation of regular information for staff and governors about the objectives and how they are being addressed</li> <li>• all staff are fully aware of their responsibilities and that they receive relevant training and support to carry these out</li> <li>• appropriate action is taken in cases of harassment and discrimination</li> <li>• all reasonable, practical and proportionate steps have been taken to ensure equality and diversity issues are appropriately managed</li> </ul> <p>The Headteacher has overall responsibility for dealing with reports of hate-incidents.</p>	
<b>ALL STAFF are responsible for:</b>	
<ul style="list-style-type: none"> <li>• dealing with racist, homophobic and other hate-incidents</li> <li>• recognising and addressing bias and stereotyping</li> <li>• promoting equal opportunities and good race relations</li> <li>• avoiding discrimination against anyone for reasons of ethnicity, disability, gender, sexual orientation, age or pregnancy</li> <li>• keeping up to date with the law on discrimination</li> <li>• taking an active part in training and other learning opportunities</li> </ul>	

### **Publication and Review**

This document is published on the school website and paper copies are available on request. The plan will be monitored at least annually and fully reviewed every three years.

## **Accessibility Plan**

This plan sets out how Sandy Lane Nursery and Forest School will work to promote equality and diversity in relation to age, disability, race, religion or belief, gender, sexual orientation, transgender, pregnancy or maternity.

This plan addresses our specific duties under the Equality Duty. Objectives are gathered by listening to our staff, children and families and by analysing the school's progress and attainment data. This plan outlines the proposals of the governing body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment in the school to increase the extent to which pupils with disabilities can take advantage of education and associated services; and
3. Improving information delivery to pupils with disabilities.

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

- monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- ensure that employees with disabilities are supported with special provision 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 parents of pupils, employees, governors and external partners.

## **SANDY LANE NURSERY AND FOREST SCHOOL ACCESSIBILITY PLAN June 2025 – June 2028**

### **PHYSICAL ACCESS**

<b>OBJECTIVE: To improve provision outdoors for children, parents, staff and visitors who are less mobile (OR to meet the needs of a range of disabilities)</b>				
<b>ACTION</b>	<b>DEADLINE</b>	<b>LEAD</b>	<b>SUCCESS CRITERIA</b>	<b>EVALUATION</b>
Continue to ensure all adults and children can be safely evacuated from the building and premises site	In line with the school's evacuation schedule. Reviewed following each intake to assess the needs of the children	HT	The needs of children and adults are regularly reviewed and plans are in place to ensure safe evacuation for all	
Learning environments continue to promote participation and the independence of all children because they are flexible, inviting and provide interest, support and challenge	Termly, in line with each intake and WBI (well-being and involvement) screening and pupil progress  Then ongoing with changes made as needed	KM/NC	The learning environment is flexible to ensure it is able to meet the needs of all children whilst providing the appropriate level of support and challenge	
Mobility within our forest school is regularly monitored and maintained to ensure it remains accessible (for example, the width of pathways for specialist chairs, etc)	Weekly ground checked for obstacles and accessibility by forest school leaders  Actions required in line with MO work schedule	FS leaders	Mobility within the forest school environment is regularly assessed and appropriately maintained to ensure accessibility for all	

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<b>ACTION</b>	<b>DEADLINE</b>	<b>LEAD</b>	<b>SUCCESS CRITERIA</b>	<b>EVALUATION</b>
Suitable enhancements are made to the outdoor area, including forest school (for example, ensuring contrast for individuals with VI (visual impairment))	As required in line with intake Ongoing in response to the needs of children	FS leaders	Enhancements to the outdoor environment support accessibility and engagement	

## **CURRICULUM ACCESS**

<b>OBJECTIVE: To improve the achievement of children with SEND and ensure they are able to be involved in all aspects of the outdoor and indoor curriculum</b>				
<b>ACTION</b>	<b>DEADLINE</b>	<b>LEAD</b>	<b>SUCCESS CRITERIA</b>	<b>EVALUATION</b>
Early identification and intervention to support children with SEND	Termly, based on pupil progress Discussed weekly via room planning meetings Ongoing	NC	Children with SEND are swiftly identified and appropriate interventions are put in place to support their ongoing progress	
Develop staff confidence and expertise, especially those newly appointed, to meet the needs of children with SEND, particularly those based in the mainstream classroom	Training sourced in line with availability and identified needs. In-house peer support	NC	Staff have the skills, knowledge and confidence to support children's SEND, especially within our mainstream provision	
Embed inclusive activities and celebrations in the nursery curriculum which promote a	In line with SIP (school improvement plan) review and ongoing	KM/HMc	Our current inclusive offer is developed and extended	



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<b>ACTION</b>	<b>DEADLINE</b>	<b>LEAD</b>	<b>SUCCESS CRITERIA</b>	<b>EVALUATION</b>
positive image of disability, British Values and diversity	discussions at least termly to review our offer			
Regular reflection to ensure all children, but especially those with SEND, are receiving the appropriate levels of challenge (for example, children with medical needs and SEND accessing mainstream experiences appropriate to their level of ability and social interest and awareness	Termly, in line with pupil progress  Discussion weekly during room planning meetings  Ongoing	KM/NC	Children receive the appropriate level of challenge and activities are tailored to meet their individual needs which ensure their continued progress	
Staff are mindful to maintain gender equality/neutrality within the learning environments and address any issues regarding gender stereotypes	Termly in line with HT learning walks and pupil progress in addition to regular room planning meetings which occur weekly Ongoing	NC	Gender stereotypes are not evident in learning environments and any issues relating to this are addressed in a timely manner	

## INFORMATION ACCESS

<b>OBJECTIVE: To improve communication for children, parents and staff and our school community</b>				
<b>ACTION</b>	<b>DEADLINE</b>	<b>LEAD</b>	<b>SUCCESS CRITERIA</b>	<b>EVALUATION</b>
Staff are proactive in identifying barriers and potential access difficulties for	Reviewed termly in line with intake and ongoing	NC	Barriers to communication are identified and addressed	

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<b>ACTION</b>	<b>DEADLINE</b>	<b>LEAD</b>	<b>SUCCESS CRITERIA</b>	<b>EVALUATION</b>
parents, related to levels of literacy, numeracy and EAL especially	Alternative methods implemented as appropriate			
Systems in place are regularly monitored to ensure all relevant staff are aware of the needs of specific children and families, eg, care plans in place as required, first aid meetings take place regularly where medical information is shared. As a result of these systems, adaptations are made as appropriate	Reviewed termly in line with intake and ongoing	KM/NC	An appropriate level of information is shared with staff to ensure the needs of children and families are met	
Continued support to ensure the school community's understanding of school communication through the use of: <ol style="list-style-type: none"> <li>1) visuals, including visual timetables within provision, visuals within newsletters and other school communications</li> <li>2) Objects of reference, PECS, Makaton, on body sign for children as appropriate</li> <li>3) EAL Translation Service – for individual families e.g. referrals, parents contribution to SEND related documentation</li> </ol>	Reviewed termly in line with intake and pupil progress Ongoing	NC	Actions to support access to communication and understanding are in place	
Parents and carers of children with SEND will be made aware of: <ul style="list-style-type: none"> <li>• the range of professionals available to support</li> </ul>	Ongoing via Facebook	KM/NC	Parents' awareness is raised and they are confident in the support and processes in place	

OBJECTIVE: To improve communication for children, parents and staff and our school community				
ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
<ul style="list-style-type: none"> <li>the process of applying for an EHCP (education health care plan)</li> <li>the school's support group for parents</li> <li>the graduated approach</li> <li>our Early Help offer</li> <li>online resources</li> <li>transition arrangements for their child</li> </ul>	Annual parent meetings in line with the school's schedule Information sharing via website, Tapestry in line with the school's termly review schedule and ongoing based on emerging needs			