



Thornton Heath Nursery School Accessibility Plan

1. Introduction

- 1.1 Thornton Heath Nursery School (THNS) is dedicated to creating a fully accessible environment that values and includes all pupils, staff, parents, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs.
- 1.2 This accessibility plan has been developed in alignment with the nursery's Special Educational Needs (SEND) Policy and SEND School Information Report. Its purpose is to ensure that THNS is both socially and academically inclusive, providing all pupils with access to a broad and balanced curriculum while ensuring they are appropriately challenged.
- 1.3 Our SEND Policy and SEND School Information Report detail the support and provision available for pupils with special educational needs and disabilities (SEND). Additionally, the nursery's published equality information and objectives demonstrate our commitment to promoting equal opportunities for all children.
- 1.4 This accessibility plan specifically addresses key areas such as improving access to the curriculum, enhancing physical accessibility within the nursery, and ensuring accessible information for pupils with SEND. It outlines how THNS will effectively manage and develop this aspect of our SEND provision to support every child's success.

2. Aims

- 2.2 Under the Equality Act 2010, schools are required to have an accessibility plan that specifically addresses the needs of pupils with disabilities and special educational needs (SEN). The purpose of this plan is to:
 - a) Increase the extent to which pupils with disabilities and SEN can fully participate in the curriculum.
 - b) Improve the physical environment of the school to enable pupils with disabilities and SEN to better access education, benefits, facilities, and services provided.
 - c) Enhance the availability and accessibility of information for pupils with disabilities and SEN, ensuring it meets their individual needs.

3. Principles and Values

- 3.1 **Commitment to Inclusive Education and Accessibility.** We are dedicated to the progressive removal of barriers to learning and participation for all children and young people, particularly those with SEND, in line with the Children and Families Act 2014 and the Equality Act 2010.
- 3.2 Our nursery promotes the inclusion of disabled children and young people in mainstream education wherever possible, ensuring equitable access to all educational opportunities.
- 3.3 **Fair and Non-Discriminatory Admissions.** We adhere strictly to fair admissions practices, considering all applications for children with SEND without discrimination or refusal based on their needs or the presence or absence of an Education, Health and Care (EHC) plan.

- 3.4 Our admissions processes comply with the School Admissions Code and Equality Act 2010, ensuring no child is denied access due to disability or SEN status.
- 3.5 **Accessibility Planning and Provision** We develop, implement, and regularly review a written accessibility plan aimed at:
- a) Increasing disabled pupils' participation in the curriculum.
 - b) Improving the physical environment to enhance access to education, facilities, and services.
 - c) Enhancing the delivery of accessible information to disabled pupils in ways that meet their individual needs and preferences.
 - d) Ensuring adequate resources are allocated to ensure the effective implementation of accessibility measures.
- 3.6 **High Expectations and Inclusive Culture** Our leadership fosters a culture of high expectations where all staff are committed to including children with SEND in all aspects of school life, supporting their achievement and well-being.
- 3.7 We actively challenge negative attitudes and promote awareness, tolerance, and respect for disability and accessibility within our community.
- 3.8 **Partnership and Collaboration.** We involve children, parents, staff, governors, and external professionals in the development, monitoring, and review of our accessibility policy and practice.
- 3.9 We seek and maintain partnerships with relevant agencies to enhance our capacity to meet the needs of disabled children and young people.
- 3.10 **Transparency and Accountability** We publish clear information about our accessibility policy, SEND provision, and equality objectives, ensuring transparency and accessibility for all stakeholders.
- 3.11 Our complaints procedure includes clear guidance for raising concerns related to accessibility and inclusion, ensuring accountability and continuous improvement.
- 3.12 Compliance with Legal and Inspection Requirements** We ensure compliance with statutory duties under the Equality Act 2010, Children and Families Act 2014, and other relevant legislation.
- 3.13 Our accessibility plan and its implementation are subject to regular review and may be scrutinised during Ofsted inspections as part of our commitment to continuous improvement.
- 4. Legislation and guidance**
- 4.1 This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).
- 4.2 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
- 4.3 Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 4.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality

Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4.5 **Review** The Accessibility Plan will be reviewed regularly in respect of progress and outcomes. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

4.6 **Accountability** Nursery Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

5. Related documents and policies

5.1 The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- a) Equality Guidance
- b) Health & Safety Policy
- c) Special Educational Needs Policy
- d) SEND School Information Report
- e) Behaviour Policy
- f) Nursery Improvement Plan
- g) Race Relations and Equal Opportunity Policy
- h) Action plan. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. This plan is found at **Appendix A**.

6. Current good practice at Thornton Heath Nursery School

- 6.1 Thornton Heath Nursery School demonstrates strong practice in ensuring pupils with disabilities can participate fully in the curriculum. Through its continuous provision approach the nursery delivers a differentiated and inclusive curriculum tailored to all children's needs, with particular attention to those requiring additional support.
- 6.2 Resources are carefully selected to reflect diversity, including examples of people with disabilities, contributing to an inclusive learning environment.
- 6.3 Curriculum progress is meticulously tracked for all pupils, with appropriate and challenging targets set for those with special educational needs and disabilities (SEND). The nursery's commitment to early intervention is evident through its collaboration with a wide range of multi-agency professionals, such as educational psychologists, therapists, and the Early Years SEND team, ensuring that individualised plans and recommendations are effectively implemented.
- 6.4 The physical environment is thoughtfully adapted, incorporating ramps, accessible toilets, contrasting colours for visually impaired children, and a sensory room to support sensory and social-emotional needs. Communication is enhanced through multiple methods including Makaton signing, pictorial prompts, and British Sign Language trained staff, ensuring that all children and families can access information and participate fully.

6.5 To meet the needs of all pupils who attend Thornton Heath Nursery School now and in the future we:

- a) continually review and update individual pupil SEND plans in collaboration with multi- agency professionals.
- b) constantly challenge the LA SEND department to provide the funding needed to deliver the requirements in Personalised Education Plans / EHCPs
- c) provide targeted professional development for staff on inclusive curriculum delivery and disability awareness;
- d) regularly review curriculum resources to ensure representation and accessibility;
- e) embed high-quality adult-child interactions tailored to diverse needs, especially communication and language development;
- f) use ongoing assessment data to refine and personalise learning targets for pupils with disabilities.
All SEND plans are current, reflective of pupil needs and reviewed regularly.
- g) ensure outdoor learning environments remain safe and accessible, including garden and play areas where practicable. No reported barriers to physical access in the nursery environment;
- h) review and expand communication methods (e.g., increase availability of pictorial resources, digital formats, and BSL support);
- i) provide training for all staff on accessible communication techniques, including Makaton and use of visual supports;
- j) ensure key information (e.g., policies, routines) is available in accessible formats (as requested)
- k) regularly consult with parents/carers about communication preferences and adapt accordingly;
- l) ensure pupils and staff use communication aids effectively during learning (where necessary)

APPENDIX A**Accessibility Action Plan**

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
1. Secure full access to the broad and balanced curriculum for children with SEN and with disabilities	<p>Continually review and update individual pupil SEND plans in collaboration with multi-agency professionals.</p> <p>Provide targeted professional development for staff on inclusive curriculum delivery and disability awareness.</p> <p>Regularly review curriculum resources to ensure representation and accessibility.</p> <p>Embed high-quality adult-child interactions tailored to diverse needs, especially communication and language development.</p> <p>Use ongoing assessment data to refine and personalise learning targets for pupils with disabilities.</p> <p>Regular involvement of HI and VI team to check student access to education (when necessary)</p>	<p>All SEND plans are current, reflective of pupil needs, and reviewed termly.</p> <p>Staff demonstrate increased confidence and skill in delivering inclusive practises (measured via feedback and observation).</p> <p>Curriculum resources reflect disability inclusivity.</p> <p>Pupils with disabilities show measurable progress against personalised targets.</p> <p>Positive feedback from families on curriculum accessibility.</p>	SENDCo, Nursery Lead Teacher	Ongoing
2. To ensure the whole school environment is accessible to all pupils, regardless of disability	Conduct a comprehensive audit of physical accessibility and sensory environments annually.	Annual audit completed and shared with leadership.	Site Manager, SENDCo, Nursery Lead	Audit annually, adaptations ongoing

	<p>Implement adaptations identified in the audit promptly (e.g., signage, contrasting floor markings, sensory room resources).</p> <p>Maintain and upgrade sensory room resources to meet evolving pupil needs.</p> <p>Ensure outdoor learning environments remain safe and accessible, including garden and play areas.</p> <p>Monitor and maintain all physical accessibility features (ramps, doors, toilets).</p>	<p>All recommended adaptations implemented within agreed timescales.</p> <p>Sensory room usage and pupil engagement increase.</p> <p>No reported barriers to physical access in the nursery environment.</p> <p>Positive pupil and parent feedback regarding accessibility.</p>		
3. To meet the needs of every pupil/parent/carer when accessing information within the nursery school	<p>Review and expand communication methods (e.g., increase availability of pictorial resources, digital formats, and BSL support).</p> <p>Provide training for all staff on accessible communication techniques, including Makaton and use of visual supports.</p> <p>Ensure key information (e.g., policies, routines) is available in accessible formats.</p> <p>Regularly consult with parents/carers about communication preferences and adapt accordingly.</p> <p>Promote use of technology (e.g., QR codes for stories) to support independent access to learning materials.</p>	<p>Wherever practicable, key information is available in multiple accessible formats.</p> <p>Staff demonstrate competence in accessible communication methods.</p> <p>Increased parental satisfaction with communication (measured through surveys).</p> <p>Pupils use communication aids effectively during learning.</p> <p>Documented examples of successful communication adaptations.</p>	<p>Nursery Lead, SENDCo, Family Support Lead</p>	<p>Review biannually, ongoing updates</p>