



Accessibility Policy 2025-2028

Date	September 2025
Review	September 2028 (annual review if updates available)

Accessibility Policy

1. Aim

The aim of this accessibility plan is to highlight how Lee Royd Nursery School intends, over time, to increase the accessibility of our school for any individual with a disability*. We are fully committed in ensuring equal access, opportunities and treatment for our pupils, as well as the wider school community; employees, parents, carers, governors and visitors.

In 2010, The Equality Act introduced a single Public Sector Equality Duty that applies to schools. This act highlights the requirement to: have due regard in eliminating discrimination and other conduct that is prohibited by the Act, advancing equality of opportunity between people who share a protected characteristic and people who do not share it and fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

This plan sets out the proposals of the school to increase access to education for disabled* pupils and to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided or offered by the school.
- Improve the availability of accessible information to disabled* pupils.

Lee Royd Nursery School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils

2. Legislation and Guidance

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.

*The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

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.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1: To increase the extent to which those with SEND can participate in the school curriculum

Target	Strategy	Outcome	Person responsible	Date to complete actions by	Evaluation
Classrooms will be organised to promote the participation and independence of all children.	Environment audit Signs and visual prompts for children to access resources.	Children are accessing all resources independently using visual prompts and signs	Head teacher and Teacher	Summer Term 2024	
School know if new starters have any SEND	Collect information from entry records, admission forms etc Liaise with other professionals to find information prior to starting Home visits	All new starters will have right support/ paperwork in place prior to entry Children settle into school well and parents are confident needs have been met	Head teacher and Teacher	Ongoing	

Target	Strategy	Outcome	Person responsible	Date to complete actions by	Evaluation
Forest School provision set up and in place at LRNS	Staff member complete Forest School Qualification and implement planning	Forest School sessions in place for all children	Head teacher	Ongoing	
Increase the staffs knowledge and awareness of ASD and their ability to support children.	Whole school training Autism awareness	Staff will be able to appreciate the needs of children with ASC Further training will be accessed by particular members of staff to meet the specific needs of individual children	Head teacher to organise training for INSET	2025	
To keep staff knowledge up to date on how to recognise and support children with speech and language difficulties.	Whole school training in supporting children with S&L delay	All staff will be able to meet the needs of pupils with S&L difficulties and ensure provision enables good outcomes	Head teacher to organise training for INSET	2026	

Aim 2: To improve and maintain access to the physical environment.

Target	Strategy	Outcome	Person responsible	Date to complete actions by	Evaluation
To create an appropriate outside space for the Forest School provision including SEN	Create a larger, safer and appropriate outside space for Forest school	An appropriate outside space for the Forest school provision will be in place	Head teacher/ Governors and Teacher	Ongoing for 2024—2026	

	provision.				
For all children at LRNS to have access to Forest School sessions within the curriculum	Forest School to be embedded in the curriculum offer throughout the school year for all children	Dedicated space for Forest School is provided and accessible for all children	Head teacher and Teacher	Ongoing for 2024—2026	
To ensure steps outside around the building have contrasted edging	Caretake to apply concrete paint or stripping on steps	Visual distinction of steps will be evident	Head teacher / Site supervisor	annually	
To create a separate garden area which is accessible for the 3 and 4 Year old children which is safe and appropriate to needs of the children.	To move the gate and fence which is at the corner of the badger class, down past the greenhouse and side garden improving access.	An age appropriate and safer outside environment for the older children to support their learning will be in place	Head teacher	2024 / 2025	
To ensure that personal emergency evacuation plans (PEEP) are completed for students who are identified as requiring one.	Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements	All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully.	Head teacher	Ongoing when needed	

Aim 3: To improve the delivery of information to disabled children and parents.

Target	Strategy	Outcome	Person responsible	Date to complete actions by	Evaluation
To ensure all children with SEND have access to the curriculum	Regular parental communication. Individualised multi-sensory teaching strategies used for children with SEND particularly those with ASD children. High number of SEND children able to access curriculum. A high number of staff trained in various strategies for supporting children with SEND Intervention and/or funding put in place for children who are not accessing the curriculum	SEND children able to access curriculum.	Head teacher / SENCo	Ongoing	
To enable improved access to written information for children, parents and visitors.	Raising awareness of font size and page layouts will support Children/parents with visual impairments. Auditing the school books to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all. Staff trained in visual communication methods – PECs support, Makaton signing, Communication with parents based on knowledge of parental need e.g. electronic/ paper/face to face	Staff aware of all children's individual needs and will adapt as appropriate. A good selection of books are visually accessible for range of visual needs. School signage will clear and accessible. Adaptations will be made when appropriate and needed to support parents and visitors	Head teacher	Ongoing	
To ensure all parents have access to information relevant to their own or their child's needs	Leaflets and posters displayed throughout the buildings. Signposting from staff where relevant Parent courses run covering a range of SEND topics. Parent workshops run by staff at Nursery to support parents	All parents feel informed and up to date with SEND information relevant to them and their child	Head teacher and Teacher	Ongoing	

4. Financial Planning and control

The Head teacher together with the Finance Committee will review the financial implications of the School's Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan. The school will finance the plan by identifying costs and incorporating them into current and future budget commitments.

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body and Ms Smith, Head Teacher.