Accessibility Plan 2026-2028

Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 30 Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

British Values

Within this policy and in our daily practices, we also 'Promote British Values'. These are;-

Democracy: Everyone has a voice and a say in what we do and how we do it
Mutual Respect: We admire and acknowledge everyone's abilities, qualities and achievements
Liberty: We have the freedom to make our own choices
Tolerance: We accept that everyone has a right to their own views and opinions
Rule of Law: We have community rules and practices which keeps our learning community safe and a code of conduct for all adults working within our service.

Vision Statement Under the Equality Act 2010

Schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment,

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Accessibility Plan

This is a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every **3 years** or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Garretts Green Nursery School and Enhanced Provision the Plan will be monitored by the Headteacher and SENCo Team and evaluated by the Governing Body.

At Garretts Green Nursery School and Resource Base we are committed to working together to provide an inspirational and exciting learning environment, where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, secure and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Our Aims are:

- To increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school Community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

Equality and Inclusion

We believe that every child is an individual and we are committed to providing equality of opportunity and anti-discriminatory practice for all children, families, staff and volunteers who attend into our setting.

We are committed to working in partnership with parents/carers and other agencies to support all children including those with learning difficulties and disabilities.

We will challenge inappropriate behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation, disability and age.

We are committed to:

- providing a secure environment in which all children can thrive and in which all contributions are valued;
- providing a range of resources depicting different ethnic groups and people with disabilities;
- improving staff knowledge and understanding of issues around equality and diversity;
- including and valuing the contribution of all families to our understanding of equality and diversity.
- To help achieve our objectives of creating a welcoming environment free from discrimination and prejudice, we will:

- ensure that services are equally open and available to all parents/carers and children within the local community;
- ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability do not hinder a child from accessing services;
- treat all children and their parents/carers with equal concern, respect and value;
- have regard for promoting understanding, respect and awareness of diversity and equal opportunity issues through the planning and implementation of our curriculum/activities;
- ensure all children are able to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities;
- ensure that our recruitment policies and procedures are open, fair and non-discriminatory;
- endeavour to recruit a team of staff which reflects the diversity of the local community;
- encourage staff to be positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory behaviour;
- ensure all staff receive necessary training.
-

Responsibilities

The Governors are responsible for:

- supporting the Headteacher in implementing any actions necessary
- making sure the school complies with the relevant equality legislation
- making sure the school Equality Plan and its procedures are followed
- meeting the reporting requirements

The Headteacher is responsible for:

- overseeing the effective implementation of this policy.
- making sure the school Equality Plan and its procedures are followed.
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, children and their parents and carers know about them
- producing regular information for staff and governors about the plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability
- the overall for dealing with reports of hate-incidents

Both Governors and Headteacher are responsible for regular monitoring and review of this policy as legally required.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunities

Accessibility Plan

Accessibility Plan Code
1. Improving access to information for pupils, parents and staff.
2. Increased access to the curriculum.
3. Improving access to the physical environment.

Accessibility Plan Code	Action	Who is responsible?	When	Success Criteria
1	All staff to continue to be an aware of:- • The Special Educational Needs and Disabilities Code of Practice (SEND COP) 2015 • The Children and Families Act 2014 • Early Support Plans/ My SEND Support Provision Plan (SSPP) • The process of an Education, Health and Care Plan (EHCP)	Claire Henebury and Inclusion Manager	Ongoing Weekly staff meeting	Staff awareness, knowledge and confidence raised.
1	Parents with SEND children to gain an awareness of:- • The new SEND COP 2015 • Graduated Response – Assess, Plan, Do, Review • Early Support Plan • My SEND Support Provision Plan (SSPP) • The process of an Education, Health and Care Plan (EHC) • Local Offer • Online support – Autism West Midlands, NHS etc • SEND Information Report • CAT training in house and virtual. CATPAC • Regular coffee mornings.	Claire Henebury and Inclusion Manager	On-going meetings Home visits September induction workshops Drop in sessions with CAT worker and EP Parent Review Meeting SEN reviews	Parent's awareness, knowledge and confidence raised. Increased parental confidence to become partners in the EHC process
1	All parents to be fully informed of all news/events at nursery through:- • Termly newsletters • Website • Parents information board • Daily discussions with keyworker • Tapestry – online learning journey. • Online surveys - whole school and SEND • Regular coffee mornings.	Claire Henebury, Inclusion Manager and all keyworkers	On-going	All parents regardless of needs will have full access to all information.
1,2,3	Staff to receive appropriate SEND/Medical Needs training dependent upon the needs of the current cohort of children. • PDSS support • EP support and observations • CAT support – observations, Parent Awareness • SALT – outreach team • CDC – assessment reports • PSS – trasntion	Claire Henebury, Inclusion Manager and all keyworkers	Staff Inset Professionals visits and observations – notes and discussions Weekly staff meeting Keyworkers to access training relevant to chn in their groups	All children to access all of Early Years Foundation Stage curriculum and nursery activities and routines. Staff confidently include chn consistently in the daily life of GGNS
1,2	Use of adapted resources for children with communication difficulties e.g.	Claire Henebury,	On-going – dependent on needs of current children in setting	All children to access all of Early Years Foundation Stage

	• visual timetable of day • sand timers to encourage waiting their turn • objects / pictures / symbol cards used to make choices • Use software:-Communicate in Print • SALT inhouse – Currently being explored.	Inclusion Manager, Teachers and all keyworkers		curriculum and nursery activities and routines
1,2	For children with Sensory difficulties to be appropriately supported to manage environmental change • Appropriate resources • Sensory room • Motivating objects • Specific exercises from OT – Virtual meeting, Advice line and NHS website.	Claire Henebury, Inclusion Manager	Keyworker assessments Early Support Plans – reviewed each term EHC plans Occupational Therapy reports/ guidance SALT Report and Advice	Children to show less sensory processing difficulties and be able to learn.
3	All team to support children with SEND across the setting • Support to access equipment across the setting – sensory room, soft play, climbing frame • Staff to access training for 'Attention Birmimgham' to explore the intervention. • Staff to deliver bucket to enable children to develop listening and attention skills. • Chn supported by SEN support to access group times • Changing facilities to match childrens needs – look into personal care facilities. • Staff to have TEAMTEACH training	Claire Henebury, Inclusion Manager and all staff.	On going EYFS baseline, Mid year and End of year assessments Observations of access to environment Staff meeting discussions Weekly Reflections.	All children with SEN included across the setting consistently to join in with their peers Learning differentiated following accessments.
3	Improving Access to the physical environment for children with physical difficulties • Support from Physiotherapy team • Support from Physical Difficulaties Sensory Support (PDSS) • Using specific equipment as needed for specific individual plans • Envrinment adapted to meet needs – activities at different levels • Seating changes depending on needs of child – chair on floor, chair with sides • Yellow lines painted onto the nursery equipment to help children with visual difficulties. • Ensure Nursery has fully accessible entrances and Exits.	Claire Henebury and Inclusion Manager	Ongoing	All children are able to fully access each area of nursery with the correct/ suitable support and equipment.