

# Accessibility plan

Turncroft Nursery School



“Turncroft Nursery School, the Place for Learning and Laughter.”

<b>Approved by:</b>	Jennifer Murphy	<b>Date:</b> 14/02/2025
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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

#### **The Purpose and direction of our school's plan: Vision and values**

Turncroft Nursery School has high expectations for children with additional needs and a commitment to children's full participation in school activities and community. In planning and teaching the Early Foundation Stage Curriculum, staff ensure they have due regard for the setting of suitable and challenging learning objectives, respond to children's diverse needs and aim to overcome potential barriers to learning and assessment for all children. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Turncroft Nursery School supports any available partnerships to develop and implement the plan. We work closely with Blackburn with Darwen, Special Educational Needs and Disability Support Service.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

### 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 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.

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 pupil with disabilities faces in comparison with a pupil without

disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include, but not limited to, communication aids, hearing support devices, interactive learning apps, specialized toys and adapted tools/resources.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability, using the Early Years Developmental Journal where appropriate</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>• Create or update Individual Education plans/APDR's for children with disabilities to ensure that tailored learning objectives and activities are provided that allow for engagement and progress in the curriculum.</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Ensure that the curriculum is fully adapted to be inclusive, with modifications that allow all children, regardless of ability to access learning.</p> <p>Staff have knowledge and expertise on supporting children with various special educational needs and disabilities.</p> <p>To establish and strengthen partnerships with external specialist services.</p> <p>To actively engage parents/carers in their child's learning.</p>	<p>Follow to assess, plan, do, review process and advice and guidance from the Early Years SEND Team to ensure children can access the curriculum and regular assessments are made.</p> <p>Provide professional development and training to teachers and staff on supporting children with various special educational needs and disabilities, including adapting teaching methods.</p> <p>Develop partnerships with specialist to support children with specific needs.</p> <p>Engage parents and caregivers to establish stronger communication and involvement with parents to better support the child's learning at home and school.</p>	<p>SENCO Nursery Teacher Headteacher</p>	<p>March 31, 2025</p>	<p>All children, including those with disabilities, are fully engaged in classroom activities and show progress in their learning.</p> <p>Pupils with disabilities actively participate in all activities with appropriate support and adaptations.</p> <p>Positive feedback from parents, staff, and children regarding increased access to the curriculum for students with disabilities</p> <p>Children can participate in all activities, including those with disabilities, with necessary adaptations or support.</p>

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• There is physical access to the main entrance through double doors and there is an entrance bell located at suitable height for a wheelchair user.</li> <li>• There are disabled toilet facilities available and accessible. The interior of the building is fully accessible due to the building being on one level with no steps and with good access to outdoor play through 'patio' doors.</li> <li>• Pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to 1 designated space for disabled parking. The main play area is fenced off from the car park by a locked gate and is sited to the side of the building away from the car park.</li> <li>• Emergency and evacuation procedures are accessible to all at present. These are clearly signposted and termly fire evacuation tests are made. Alarms are auditory and the assembly point in on the playground. We will review the provision of a visual alarm should the need arise.</li> <li>• Furniture and equipment are age related and appropriate for a range of developmental needs.</li> <li>• Makaton signs are displayed to support staff in communicating non-verbally with those who benefit from gesture.</li> <li>• Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources.</li> </ul>	<p>Raise awareness of mobility issues in classrooms, e.g. position of furniture and free flow around spaces</p> <p>Provide training for staff and users of the facility on the importance of accessibility, as well as how to maintain and use accessible features effectively. This includes ensuring that staff are aware of how to assist people with disabilities.</p> <p>Ensure that visual signage and audio guides and other forms of communication are accessible to people with various disabilities (e.g., vision or hearing impairments) in the environment.</p>	<p>Perform audit of existing facilities to identify any barriers that may hinder accessibility for people with disabilities. This includes reviewing entrances, pathways, parking, restrooms, elevators, and signage.</p> <p>Raise awareness of mobility issues in classrooms, e.g. position of furniture and free flow around spaces.</p> <p>All new building work to include installation of lever taps.</p>	<p>Headteacher</p> <p>Site Supervisor</p> <p>SENCO</p>	<p>January 2026</p>	<p>Staff members are well-trained in accessibility requirements, demonstrating knowledge of how to assist individuals with disabilities.</p> <p>Emergency procedures are effectively designed and accessible to individuals with disabilities</p> <p>Increased inclusion and participation which reflects a more inclusive environment</p> <p>Accessible routes and pathways are clearly defined and usable by individuals with various disabilities</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. Dependent on the type and severity of need an individual approach would always be adopted</p> <p>This includes:</p> <p>Through strong parental relationships identify which parents may need support</p> <ul style="list-style-type: none"> <li>• Through strong parental relationships we are able to identify which parents may need support</li> <li>• We offer, for example, help for parents/carers to complete forms to capture their preferences for their child.</li> <li>• We offer support to signpost parents to services and networks of support to parents/carers and those with a CAF</li> <li>• If it is a child with a disability we strive to loan specific equipment, attend training or purchase resources to adapt the curriculum specific to their needs</li> <li>• We liaise with professional services such as Health visitors, Hearing Impaired Team or Visual Impaired Team to support children and parents with disabilities</li> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Makaton is used will all children to support those with speech and language difficulties.</li> <li>• Microphone systems for hearing aids to support children with hearing impairments, ensuring they can access spoken information clearly.</li> <li>• Pictorial or symbolic representations</li> <li>• Use of Tapestry for parent communication, videos, photographs and notes.</li> </ul>	<p>Ensure communication methods are effective</p> <p>Ensure communication methods are differentiated to individual needs</p> <p>Ensure support is sought from specialist services</p> <p>Promote a culture of inclusive communication.</p>	<p>Assess current communication methods to review how information is currently being delivered (verbal, written, visual) and identify any barriers for children and parents.</p> <p>Provide staff training on accessible communication methods and adopt differentiated communication strategies, for example, Makaton training.</p> <p>Increase collaboration with specialists such as speech and language therapists, HI, VI teams.</p>	<p>SENCO Jenny Murphy</p>	<p>January 2026</p>	<p>Different communication methods are used based on individual need</p> <p>Individuals with specific needs receive appropriate support</p> <p>Personal Individual Education Plans include personalised communication methods.</p> <p>Feedback from parents and professional services on the effectiveness of communication methods is sought.</p> <p>Training or support is provided to staff in adapting communication strategies, e.g. Makaton training.</p>

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Jenny Murphy (SENCO) and Gayle Berry (Headteacher).

It will be approved by the governing board.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Inclusion Policy