

Bedford Nursery Schools Federation



Accessibility Plan

Approved by:	Full Governing Body	Date:
Last Review:	Dec-24	
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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

At Bedford Nursery Schools Federation we provide education for all pupils through a variety of strategies, including adaptive teaching, differentiation, resources with a variety of modifications to increase accessibility and facilities that allow for the access and respect of people who are disabled. All individuals' specific strengths and needs are considered and a full range of flexible responses are available to accommodate and value their diversity.

Bedford Nursery Schools Federation is committed to providing an inclusive community and meeting the needs of all its pupils, by ensuring that they have access to a broad, balanced and relevant curriculum. The ethos of the school celebrates diversity and promotes self-belief. The school will, within the context of services available, seek the relevant support and advice from the LA, to facilitate inclusion.

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. Each Nursery School has a Special Educational Needs and Disability Co-Ordinator (SENDCo) who oversees access and inclusion rights and ensures that staff, parents and the Federation adhere to the accessibility plan. Rebecca Lund is the school's Governor for SEND and will also monitor adherence to and effectiveness of the accessibility plan.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including 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 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. There are staff onsite trained in meeting the medical needs of children and their healthcare plan, who have undergone the 'Administering medicines in School' training to uphold this. Our admission forms aim to support any accessibility need before children begin with us and we will ask for a medical plan or other relevant information before a child has started.

Schools are required to make 'reasonable adjustments' for pupils with early emerging needs, special educational needs and 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, ensuring access to the site, and/or to have clothing changed with dignity in relation to self-care.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our schools offer a curriculum for all children through a supportive 'Curricular Intentions' document. Planning for group times considers both adaptive teaching, differentiation and resources.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Advice, training and other</p>	<p>Early identification of children who may need additional or different-from provision.</p> <p>All relevant staff members are trained in appropriate strategies relating to individual children's physical, cognitive, communication and emotional needs.</p>	<p>Home visits, requests for assessment by SENDCO, SENDCO support, referrals to appropriate outside agencies</p> <p>Children's needs are monitored and assessed on a regular basis and adjustments made to ensure access to all learning for all children.</p> <p>Intensive Interaction training to all new SEND Practitioners.</p> <p>Ongoing support and training in all other appropriate strategies to, such as visuals, TACPAC, attention activities, etc.</p>	<p>Key people, Family support worker, SENDCOs</p> <p>Key people, Family support worker, SENDCOs</p> <p>Peter Pan SENDCO</p> <p>SENDCOs, Senior Leadership Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Provision is planned so that all children have equitable access to the curriculum.</p> <p>Baselines carried out at start of term, termly tracking and discussion for all children to identify needs. Individual support plans where necessary are in place and all children make appropriate progress.</p> <p>SEND Practitioners are confident and proficient in using Intensive Interaction as the central strategy to support children with social communication</p>

	<p>information are sought from outside agencies with expertise in relevant disabilities, and we work collaboratively with these agencies.</p> <p>All children are included in all learning experiences, including outings/walks in the community.</p>	<p>Monitor the number of resources including examples of people with disabilities, including books and displays.</p> <p>Parents use the Local Offer to access services in Bedford Borough and beyond</p> <p>Children will be referred to Speech and Language Therapy</p>	<p>Continued use of ECERS to ensure adequate number and balance of resources. Half-termly learning walks with a SEND focus.</p> <p>Parents signposted to Local Offer</p> <p>Parents supported to submit SALT referrals, through signposting and/or completing together</p>	<p>Key people, SENDCOs</p> <p>Key people, SENDCOs</p> <p>Key people, SENDCOs</p>	<p>Ongoing</p>	<p>difficulties.</p> <p>All staff are confident and proficient in using strategies cited in support plans, EHCPs and advice from outside agencies.</p> <p>An increase in the number of resources including examples of people with disabilities being accessed by children in the core provision.</p> <p>Parents report feeling more supported and enabled in caring for their children.</p> <p>Children receive the necessary support and advice for speech and language development</p>
<p>Improve and maintain access to the physical environment</p>	<p>The schools' environments are adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps at main entrance to Peter Pan and for access from inside to 	<p>Make entry to the nursery schools more accessible for wheelchair users and others with physical disabilities (to include children, families and</p>				<p>Wheelchair users are able to gain entry to the schools independently.</p>

	<p>outside in the main nursery provision.</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Indoor and outdoor environments adapted – e.g. table heights, distances between pieces of furniture, floors checked for obstacles. 	<p>staff).</p> <p>Include 'reasonable adjustments' in the daily opening check list to ensure rooms are organized in accordance with pupils' needs.</p> <p>Ensure fire escape routes are suitable for all and that disabled pupils/visitors to the schools can be safely evacuated if necessary.</p>	<p>'Reasonable adjustments' checklists to be compiled as necessary – do we use these?</p> <p>Personal Evacuation Plans to be written when necessary</p>	<p>SENDCOs</p> <p>SLT/SENDCOs</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Wheelchair users and other children with physical disabilities are able to move around the rooms in the nursery independently.</p> <p>Fire alarm practices show that disabled pupils can be evacuated safely if necessary.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our schools use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Objects of reference • Pictorial or symbolic representations • Makaton • Internal signage • Large print resources 	<p>Children will have their communication needs met so that they are able to express their needs and wants.</p>	<p>Staff will use a consistent bank of visual resources to support children's communication.</p> <p>Staff will use Makaton to support children's understanding and expressive language.</p>	<p>Key people/ SENDCOs</p> <p>Key people/ SENDCOs</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Staff will be observed using visual resources to support children's communication.</p> <p>Children will be observed using visuals resources to express their needs and wants.</p> <p>Staff will be observed using Makaton to support children's understanding.</p> <p>Children will be observed using Makaton to express their needs and wants</p>

4. Monitoring arrangements

This document will be reviewed at least every two years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Governing Body.

5. Links with other policies

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

- Health and safety Policy
- SEND Policy
- SEND Statement
- Equality Policy
- Inclusion Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	<p>Cherry Trees – 3-4 year-old provision has coat pegs in main corridor, so restricted space.</p> <p>Peter Pan – 3-4 year-old provision has coat pegs in short corridor leading to cloakroom, so restricted space.</p>	Regular checks by staff to ensure coats are not on the floor, and staff to support children to hang up coats, scarves, hats, etc.	All staff	Ongoing
Parking bays	<p>Cherry Trees – one bay available in front car park (shared with Childrens Centre), with signage.</p> <p>Peter Pan – two bays available for maximum one hour, shared with Cauldwell School, with signage.</p>	<p>Repaint parking bay at Cherry Trees</p> <p>Regular checks to ensure these bays are kept available for those with Blue Badges, and reminders to parents and other visitors if necessary.</p>	Site manager and office staff	<p>July 2025</p> <p>Ongoing</p>
Entrances	<p>Cherry Trees – main entrance to school reception is wheelchair accessible.</p> <p>Peter Pan – main entrance to school reception is wheelchair accessible.</p>	Regular checks to ensure entrances are kept clear and tidy, without obstacles	All staff, and in particular site manager, office staff and cleaners	Ongoing

Ramps	<p>Cherry Trees – ramp from end room in nursery school (3-4 year old provision) to give access to outside provision. Two-year old provision has flat surface as access to outside.</p> <p>Peter Pan – ramps from both 2 year old and 3-4 year old provision to give access outside provision.</p>	<p>Update ramp at Cherry Trees in main provision</p> <p>Regular checks to ensure ramps are kept clear and tidy, without obstacles</p>	<p>Business manager</p> <p>All staff, and in particular site manager, staff working in the classroom, and cleaners</p>	<p>July 2025</p> <p>Ongoing</p>
Toilets	<p>Accessible toilets are available at both schools: Cherry Trees – for staff and in Children’s Centre for parents; Peter Pan – in reception area for both staff and parents.</p>	<p>Regular checks to ensure toilets are kept clean, clear and tidy, without obstacles</p>	<p>All staff, and in particular site manager, office staff and cleaners</p>	<p>Ongoing</p>
Reception area	<p>Cherry Trees – ramp to main entrance to wide reception area.</p> <p>Peter Pan - ramp to main entrance to wide reception area.</p>	<p>Regular checks to ensure ramps and reception areas are kept clear and tidy, without obstacles</p>	<p>All staff, and in particular site manager, office staff and cleaners</p>	<p>Ongoing</p>
Internal signage	<p>New lighting in both schools (Autumn 2024) provides lit-up signs to emergency escape routes</p>	<p>Regular checks to ensure lighting is fit for purpose and unobstructed, including through fire drills</p>	<p>Thorlux (company who has installed and commissioned)</p> <p>All staff, and in particular site manager, office staff and business manager</p>	<p>December 2024</p>

	Use of routine visuals to be used by all key people, accessible on their lanyards – in place at Cherry Trees	Use of routine visuals to be used by all key people, accessible on their lanyards to be in place at Peter Pan	All staff working directly with the children	January 2025
Emergency escape routes	New lighting in both schools (Autumn 2024) provides lit-up signs to emergency escape routes	Regular checks to ensure lighting is fit for purpose and unobstructed, including through fire drills	Thorlux (company who has installed and commissioned) All staff, and in particular site manager, office staff and business manager	December 2024