Sandy Lane Nursery and Forest School
"Nurturing curiosity and inspiring imagination"



Accessibility Plan
2025 - 2028

DOCUMENT STATUS

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Legislation

- Equality Act 2010: Schedule 10, Paragraph 3
- Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005

Review Frequency

Every three years

Approval

Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher

Data Protection

This policy should be read with due regard to the UK Data Protection Act 2018 and the EU General Data Protection Regulation (GDPR) 2018

Amendments

v5

- Date changed from 2022-25 to 2025-28 throughout
- p4 – parents' views on transition/induction via questionnaire added
- p7 – updated Action Plan
- p10 – 'Makaton' added to types of school communication

v6

- General updates

Accessibility Plan 2025 - 2028

In accordance with our aims and values as a school, we pledge to respect the equal human rights of all our pupils, families, staff, governors and visitors and to educate our children about equality and diversity issues.

We will also respect the equal rights of our staff and other members of our school and local community. In particular, we will comply with relevant legislation and implement school plans in relation to equality and diversity, with particular awareness of the following areas:

In line with the Department for Education (DfE) seven inclusion principles, Sandy Lane Nursery and Forest School commits to:

• **Inclusive environments with continuous improvements to accessibility:** Designing physical and sensory spaces to minimise distractions and accommodate predictable physical, sensory, or regulatory needs.

• **Strong partnerships with families and wider services**: Building trusting, collaborative relationships with parents, carers, and external agencies.

• **A safe and respectful culture fostering belonging, attendance and participation in learning**: Implementing whole-school approaches to behavior, wellbeing, and attendance that make every child feel safe and valued.

• **Enriching provision beyond the classroom that all children can access:** Ensuring broader school activities are fully inclusive and accessible to every pupil.

• **High-quality adaptive teaching with a curriculum designed for all learners**: Using quality-first teaching, scaffolding, and flexible approaches so the curriculum is accessible to a diverse range of needs.

• **Evidence-based support prioritising early intervention**: Identifying emerging needs early through observation and assessment to provide support before difficulties escalate.

• **Ambitious leadership and governance that embeds inclusion**: Making inclusion a clear strategic priority across school improvement planning, leadership decisions, and day-to-day operations.

• Age	• Religion or Belief	• Transgender
• Disability	• Gender	• Pregnancy and Maternity
• Race	• Sexual Orientation	• Marriage and Civil Partnership

Sandy Lane Nursery and Forest School is committed to ensuring all REASONABLE, PRACTICAL AND PROPORTIONATE steps are taken to ensure equality and diversity for our children, staff, families, governors and visitors. We will work towards: eliminating discrimination, advancing equal opportunity and fostering good relations.

Background Information

Our Nursery

Sandy Lane Nursery and Forest School is a Local Authority Maintained Nursery School situated in Orford, Warrington. The school, based in an area of high deprivation, serves a predominantly White British community with the majority of our families living in council properties or being tenants of community owned properties. In the last three years, we have seen an increasing number of families joining us from Eastern Europe.

Our school provides term time education for up to 52 FTE (full time equivalent) 3- and 4-year old children and up to 12 FTE 2-year olds per session. We provide a limited number of 30 hours places for 3- and 4-year olds. In addition, our specialist provision has an intake of up to 12 FTE places. Children with SEND (special educational needs and disabilities) who are eligible for 30 hours take their additional hours in our mainstream classroom on a ratio of 1:13, unless the school is fortunate to receive a contribution from the Local Authority towards the cost of additional adult support (EYSENDIF (Early Years SEND inclusion funding)). Children access their free entitlement from the term after their second or third birthday and, where possible, rising 3s are admitted. The nursery has up to three intakes a year: September, January and April. At any time in our 3- and 4-year old mainstream and specialist provision there will be a mix of N1 and N2 children, ie, children placed in year groups according to their age at time of enrolment (for example, as at May 2025, children in N1 will transfer to primary school in September 2026 and those in N2 will transfer in September 2025). We also provide breakfast and after school care in addition to lunch club for children eligible for 30 hours. To support families and, wherever possible, we offer additional flexible hours and self-funded places in our mainstream 3- and 4-year old provision when numbers on roll allow.

Our Physical Environment

The campus site is easily accessible with allocated disabled and parent/child parking bays. The school is built on one level with accessible internal and external doors, suitable for use by wheelchair users or parents/carers using a buggy, and all children's areas have access to a garden area. We have a number of accessible toilets for children and adults within the school building. Our mainstream classroom external doors to the garden area are kept open during free flow play, providing an open, accessible but safe environment for all of the children at the nursery. Children have timetabled access to our sensory room which is fully resourced to provide a range of sensory experiences, including those to support children with visual impairment.

Our Curriculum

At Sandy Lane Nursery and Forest School, we offer a very accessible curriculum in which independence is promoted, with children having free choice of activities and resources throughout the setting.

Staff planning meetings are held weekly and include discussion relating to children with SEND and plans for any intervention/differentiation that will ensure all children have access to the curriculum. Personal plans are written and updated on a termly basis and strategies are shared with all staff at the weekly planning meeting. The personal plans are also incorporated into the planning to ensure that each child's targets are being planned for and met. Additional workers are sometimes employed to strengthen the team around individual children, based on need, to ensure that they are gaining full access to the

curriculum. Advice on additional resources for children with SEND is sought regularly from external agencies including Occupational Health, Speech and Language Therapists and Educational Psychologists. The vast majority of staff have training in the use of Makaton and this alternative communication system is used with all children throughout the nursery. We are also fortunate to have a highly qualified teaching assistant who delivers a range of speech and language interventions to support children with additional language needs.

Sharing Information

At Sandy Lane Nursery and Forest School, we make information about the life of the school accessible to parents and carers using a variety of methods, including the school newsletter (available as a paper copy in the entrance and also posted on our website), website calendar, our school Facebook page, Tapestry posts, messages via School Spider or on our self-registration boards and through posters displayed around nursery. All of these methods are in addition to the daily conversations staff have with parents and carers at drop off/collection. Staff share information about children's progress via these daily conversations, as well as through Tapestry posts and the end of term progress report.

As part of the induction process, parents and carers are advised of the range of methods for communication with the school, including the opportunity to meet more formally with their child's key worker or other members of nursery staff to discuss their child's progress or at other times where they wish a more confidential discussion. Parents are asked for their views on our transition/induction process and anything we could improve via a questionnaire.

When a child leaves nursery to go to primary school, transition meetings are held to share information about the children. Every child is monitored carefully by all staff and, if any concerns arise, the child's key worker invites the parent or carers into the nursery for a confidential discussion. Parents' and children's privacy is always respected. Throughout their child's time in nursery, parents and carers are actively encouraged to engage with Tapestry to complete home learning and contribute to the ongoing assessment of their child.

The SEND Policy and SEND Information Report includes information on how:

- The individual needs of all children will be met
- Children with disabilities and/or special educational needs will be included, valued cand supported
- Reasonable adjustments will be made for children
- The SEND code of practice: 0-25 years (April 2020) is delivered
- We work with families and other agencies

Who is responsible?

GOVERNORS are responsible for ensuring:	**Visitors and contractors are responsible for:**
• the school complies with the relevant equality legislation	• having an awareness of and following our Equality and Diversity Duty

• the School Equality Plan and its procedures are followed	

THE HEADTEACHER is responsible for ensuring:

- the School Equality Plan and its procedures are followed
- the equality objectives are readily available and that the governors, staff, pupils and families know about them
- the production and circulation of regular information for staff and governors about the objectives and how they are being addressed
- all staff are fully aware of their responsibilities and that they receive relevant training and support to carry these out
- appropriate action is taken in cases of harassment and discrimination
- all reasonable, practical and proportionate steps have been taken to ensure equality and diversity issues are appropriately managed

The Headteacher has overall responsibility for dealing with reports of hate-incidents.

ALL STAFF are responsible for:

- dealing with racist, homophobic and other hate-incidents
- recognising and addressing bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability, gender, sexual orientation, age or pregnancy
- keeping up to date with the law on discrimination
- taking an active part in training and other learning opportunities

Publication and Review

This document is published on the school website and paper copies are available on request. The plan will be monitored at least annually and fully reviewed every three years.

Accessibility Plan

This plan sets out how Sandy Lane Nursery and Forest School will work to promote equality and diversity in relation to age, disability, race, religion or belief, gender, sexual orientation, transgender, pregnancy or maternity.

This plan addresses our specific duties under the Equality Duty. Objectives are gathered by listening to our staff, children and families and by analysing the school's progress and attainment data. This plan outlines the proposals of the governing body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment in the school to increase the extent to which pupils with disabilities can take advantage of education and associated services; and
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers
- undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed and revised in consultation with parents of pupils, employees, governors and external partners.

SANDY LANE NURSERY AND FOREST SCHOOL ACCESSIBILITY PLAN June 2025 – June 2028

PHYSICAL ACCESS

OBJECTIVE: To improve provision outdoors for children, parents, staff and visitors who are less mobile (OR to meet the needs of a range of disabilities)				
ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
Continue to ensure all adults and children can be safely evacuated from the building and premises site	In line with the school's evacuation schedule. Reviewed following each intake to assess the needs of the children	HT	The needs of children and adults are regularly reviewed and plans are in place to ensure safe evacuation for all	Evacuation drills take place termly, due to termly new intakes of children, to ensure safe evacuation for all
Learning environments continue to promote participation and the independence of all children because they are flexible, inviting and provide interest, support and challenge	Termly, in line with each intake and WBI (well-being and involvement) screening and pupil progress Then ongoing with changes made as needed	KM/NC	The learning environment is flexible to ensure it is able to meet the needs of all children whilst providing the appropriate level of support and challenge	2025 – 2026 • Learning environments remained flexible, inclusive and accessible, enabling all children to participate fully. • Resources were organised to promote independence, allowing children to make choices and access learning confidently. • Appropriate adaptations and visual supports were provided to reduce barriers for children with SEND and additional needs. • Indoor and outdoor environments offered a balance of interest, support and appropriate challenge, responding to children's needs and interests. • Children demonstrated increased independence, engagement and confidence in their learning. • Observations showed positive outcomes in children's wellbeing, participation and progress across the curriculum.

OBJECTIVE: To improve provision outdoors for children, parents, staff and visitors who are less mobile (OR to meet the needs of a range of disabilities)				
ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
Mobility within our forest school is regularly monitored and maintained to ensure it remains accessible (for example, the width of pathways for specialist chairs, etc)	Weekly ground checked for obstacles and accessibility by forest school leaders Actions required in line with MO work schedule	FS leaders	Mobility within the forest school environment is regularly assessed and appropriately maintained to ensure accessibility for all	2025 - 2026 • Forest School pathways and access routes were monitored and maintained regularly to ensure they remained safe and accessible. • Pathways were kept clear and suitable for children with a range of mobility needs, including those using specialist equipment where required. • Accessibility was considered when planning Forest School activities and maintaining the outdoor environment. • Risk assessments and site checks identified and addressed any potential barriers to access. • All children were able to participate in Forest School experiences with appropriate adaptations and support where needed.
Suitable enhancements are made to the outdoor area, including forest school (for example, ensuring contrast for individuals with VI (visual impairment))	As required in line with intake Ongoing in response to the needs of children	FS leaders	Enhancements to the outdoor environment support accessibility and engagement	2025 – 2026 • The outdoor environment, including the Forest School, was reviewed regularly to identify and implement appropriate accessibility enhancements. • Suitable adaptations, including visual contrasts where required, were made to support children with additional needs, including visual impairments. • Resources and learning spaces were adapted to enable all children to access outdoor experiences safely and confidently. • Individual needs were considered when planning outdoor provision to minimise barriers to participation. • The outdoor environment remained inclusive, enabling all children to engage in high-quality outdoor learning and play.

CURRICULUM ACCESS

OBJECTIVE: **To improve the achievement of children with SEND and ensure they are able to be involved in all aspects of the outdoor and indoor curriculum**				
ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
Early identification and intervention to support children with SEND	Termly, based on pupil progress Discussed weekly via room planning meetings Ongoing	NC	Children with SEND are swiftly identified and appropriate interventions are put in place to support their ongoing progress	2025 – 2026 • Robust observation and assessment processes supported the early identification of children with emerging SEND. • Timely interventions were implemented to address children's individual needs at the earliest opportunity. • Staff worked closely with families and external professionals to ensure appropriate support was in place. • Individual strategies and targeted provision enabled children to access learning and make progress. • Early identification and intervention contributed to improved inclusion, engagement and developmental outcomes for children with SEND.
Develop staff confidence and expertise, especially those newly appointed, to meet the needs of children with SEND, particularly those based in the mainstream classroom	Training sourced in line with availability and identified needs. In-house peer support	NC	Staff have the skills, knowledge and confidence to support children's SEND, especially within our mainstream provision	2025 - 2026 • Induction and ongoing support helped newly appointed staff develop confidence in meeting the needs of children with SEND. • Staff accessed relevant SEND training and professional development to strengthen inclusive practice. • Coaching and guidance from the SENDCo supported staff to implement effective strategies within the mainstream classroom. • Staff demonstrated increased confidence in adapting activities and environments to meet individual needs. • Improved staff knowledge contributed to greater inclusion, participation and positive outcomes for children with SEND.

OBJECTIVE:	**To improve the achievement of children with SEND and ensure they are able to be involved in all aspects of the outdoor and indoor curriculum**			
ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
Embed inclusive activities and celebrations in the nursery curriculum which promote a positive image of disability, British Values and diversity	In line with SIP (school improvement plan) review and ongoing discussions at least termly to review our offer	KM/ HMc	Our current inclusive offer is developed and extended	2025 - 2026 • Inclusive activities and celebrations were embedded throughout the curriculum, reflecting the diverse backgrounds and experiences of the nursery community. • Children explored disability, diversity and inclusion through stories, play, resources and meaningful discussions, promoting understanding and respect. • British Values were woven into everyday practice, supporting children to develop kindness, respect, tolerance and a sense of belonging. • Resources and displays were regularly reviewed to ensure they positively represented diversity and inclusion. • Children's levels of empathy increased as did their ability to respect others, contributing to an inclusive nursery culture.
Regular reflection to ensure all children, but especially those with SEND, are receiving the appropriate levels of challenge (for example, children with medical needs and SEND accessing mainstream experiences appropriate to their level of ability and social interest and awareness	Termly, in line with pupil progress Discussion weekly during room planning meetings Ongoing	KM/NC	Children receive the appropriate level of challenge and activities are tailored to meet their individual needs which ensure their continued progress	2025 – 2026 • Regular observations and reviews ensured learning experiences were appropriately matched to each child's needs and stage of development. • Staff reflected on children's progress and adapted provision to provide an appropriate level of support and challenge. • Children with SEND and medical needs were enabled to access mainstream experiences with suitable adaptations where required. • Individual needs, abilities and interests were considered when planning activities to maximise participation and achievement. • Ongoing reflection and review supported inclusive practice and positive outcomes for all children.

OBJECTIVE: To improve the achievement of children with SEND and ensure they are able to be involved in all aspects of the outdoor and indoor curriculum				
ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
Staff are mindful to maintain gender equality/neutrality within the learning environments and address any issues regarding gender stereotypes	Termly in line with HT learning walks and pupil progress in addition to regular room planning meetings which occur weekly Ongoing	NC	Gender stereotypes are not evident in learning environments and any issues relating to this are addressed in a timely manner	2025 – 2026 • Learning environments and resources were regularly reviewed to promote gender equality and avoid reinforcing stereotypes. • Staff used inclusive language and challenged gender stereotypes sensitively through everyday interactions and play. • Children were encouraged to access all areas of learning and resources based on their interests rather than gender. • Stories, role-play and resources reflected a diverse range of genders, roles and family experiences. • Children demonstrated increasing confidence to explore a wide range of activities free from gender-based expectations.

INFORMATION ACCESS

OBJECTIVE: To improve communication for children, parents and staff and our school community				
ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
Staff are proactive in identifying barriers and potential access difficulties for parents, related to levels of literacy, numeracy and EAL especially	Reviewed termly in line with intake and ongoing Alternative methods implemented as appropriate	NC	Barriers to communication are identified and addressed	2026 – 2026 • Staff proactively identified and responded to potential barriers affecting parents' access to information and support. • Communication was adapted to meet the needs of families with varying levels of literacy, numeracy and English as an Additional Language (EAL). • Visual resources, simplified information and verbal explanations were used to improve understanding where appropriate.

OBJECTIVE: To improve communication for children, parents and staff and our school community				
ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
				• Staff worked closely with families to ensure information was accessible and encourage their involvement in nursery life. • These approaches helped strengthen partnerships with families and promoted equitable access to nursery information and support.
Systems in place are regularly monitored to ensure all relevant staff are aware of the needs of specific children and families, eg, care plans in place as required, first aid meetings take place regularly where medical information is shared. As a result of these systems, adaptations are made as appropriate	Reviewed termly in line with intake and ongoing	KM/NC	An appropriate level of information is shared with staff to ensure the needs of children and families are met	2025 - 2026 • Systems for sharing information about children's individual needs were monitored regularly to ensure they remained effective and up to date. • Care plans, medical information and risk assessments were reviewed and updated as required. • Regular first aid and staff meetings ensured relevant information was shared promptly with all appropriate staff. • Staff demonstrated a clear understanding of children's individual medical, care and support needs. • Appropriate adaptations were implemented to ensure children and families could access nursery provision safely, confidently and inclusively.
Continued support to ensure the school community's understanding of school communication through the use of: 1) visuals, including visual timetables within provision, visuals within newsletters and other school communications	Reviewed termly in line with intake and pupil progress Ongoing	NC	Actions to support access to communication and understanding are in place	2025 - 2026 • Visual communication continued to be embedded across the nursery through visual timetables, signage, newsletters and other key communications. • Staff consistently used communication strategies, including Objects of Reference, PECS, Makaton and on-body signing, to meet children's individual needs.

OBJECTIVE: To improve communication for children, parents and staff and our school community				
ACTION	DEADLINE	LEAD	SUCCESS CRITERIA	EVALUATION
2) Objects of reference, PECS, Makaton, on body sign for children as appropriate 3) EAL Translation Service – for individual families e.g. referrals, parents contribution to SEND related documentation				• Children with communication and language needs were better supported to understand routines, make choices and participate in learning. • The EAL Translation Service was used where appropriate to ensure families could access information and contribute fully to referrals, reviews and SEND documentation. • Accessible communication approaches strengthened children's inclusion and improved engagement and partnership with families.
Parents and carers of children with SEND will be made aware of: • the range of professionals available to support • the process of applying for an EHCP (education health care plan) • the school's support group for parents • the graduated approach • our Early Help offer • online resources • transition arrangements for their child	Ongoing via Facebook Annual parent meetings in line with the school's schedule Information sharing via website, Tapestry in line with the school's termly review schedule and ongoing based on emerging needs	KM/NC	Parents' awareness is raised and they are confident in the support and processes in place	2025 – 2026 • Parents and carers of children with SEND were provided with information about the range of professionals and services available to support their child. • Families were supported to understand the EHCP process, the graduated approach and the nursery's SEND procedures. • Information about the nursery's parent support group, Early Help offer and relevant online resources was shared as appropriate. • Transition arrangements were discussed and planned in partnership with families to support smooth transitions. • Improved communication and information sharing strengthened parents' understanding, confidence and involvement in supporting their child's needs.

Local Authority Support

Sandy Lane Nursery and Forest School is committed to removing barriers to accessibility and ensuring that all children, including those with SEND, complex physical disabilities, sensory processing needs and medical needs, can participate fully in nursery life. While the school has already made a range of reasonable adjustments and adaptations to support accessibility, further capital investment would enable the physical environment to be developed to better meet the needs of our children. The actions identified below require additional funding from the Local Authority, including potential support through the High Needs Capital Grant. If funding is secured, the school will work with relevant professionals and the Local Authority to develop and implement these improvements. The proposed developments would strengthen our whole-school approach to inclusion by providing environments that support children's wellbeing, regulation, independence, dignity, engagement and participation in learning.

Inclusion Barrier Identified	Evidence-Based Strategy/Activity	Timescale
Garden Room – sensory overload, dysregulation, wellbeing and task engagement	Create an Inclusion Base in line with the *DfE Inclusion Bases in Schools Guidance, June 2026*. The Inclusion Base would provide a calm, nurturing and lower-stimulation environment for children who experience sensory processing difficulties, dysregulation or barriers to sustained attention and engagement. The smaller space, with reduced noise and visual stimulation, would enable children to access 1:1 and small-group learning, targeted interventions, co-regulation and periods of quiet time when needed. The Inclusion Base would complement the wider Garden Room provision and support children to regulate, re-engage and participate successfully in learning, while maintaining their inclusion within the wider nursery environment.	By September 2028
Rainbow Room – complex physical disabilities, mobility, personal care and medical access needs	Reconfigure and enhance the Rainbow Room children's bathroom to provide a fully accessible and appropriate personal care environment. Adaptations would include the installation of an overhead ceiling-track hoist and rise-and-fall changing bed suitable for children up to four years of age. The improved facility would support safe moving and handling, promote children's dignity and comfort, reduce physical barriers to personal care and enable children with complex physical and medical needs to access nursery provision safely and inclusively.	By September 2027