

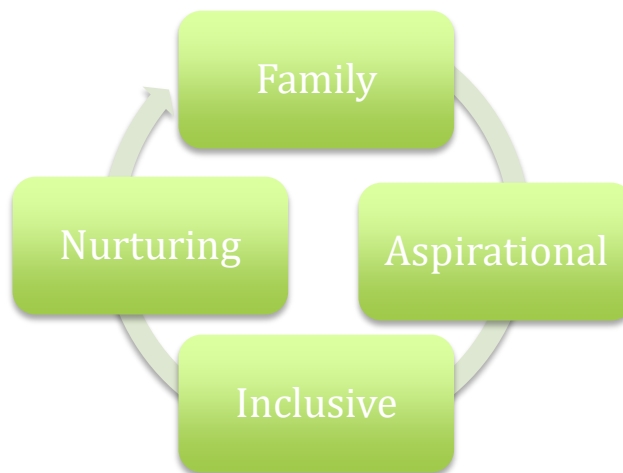


Tenterfield Nursery School

Accessibility Plan

Review body:	Headteacher
Date issued:	March 2026
Review frequency:	Three years
Review Date	March 2029
Target audience:	All Stakeholders

Values



Vision

- To deliver high quality education in a supportive, caring and secure environment in which everyone is valued.
- To provide a centre for the families in our community to learn, grow and play.
- To continue to offer exceptional specialist provision for children and families with additional needs.

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Introduction

Tenterfield Nursery School is committed to providing an inclusive environment where all children, including those with disabilities, are able to access education, facilities and services. Our provision is based on a culture of high expectations for all children and a commitment to equality of opportunity.

We aim to ensure that children with disabilities are fully included in nursery life and are able to participate in learning experiences alongside their peers. The school recognises its duty to anticipate and remove barriers to learning wherever possible.

This Accessibility Plan outlines how the nursery will continue to improve access for children with disabilities by:

- increasing participation in the curriculum
- improving the physical environment of the school
- improving the availability of accessible information

This plan will be reviewed annually to ensure that progress is monitored and improvements continue to be made.

Legislative Framework

This plan is written in accordance with the requirements of:

- The Equality Act 2010

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- The Children and Families Act 2014
 - The SEND Code of Practice (0–25 years)
 - The Early Years Foundation Stage Statutory Framework
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Early Years Foundation Stage Requirements

The Early Years Foundation Stage (EYFS) sets standards to ensure that all children learn and develop well and are kept healthy and safe. It promotes equality of opportunity and anti-discriminatory practice and requires providers to ensure that every child is included and supported.

Relevant EYFS requirements include:

Section 3.57 states that providers must ensure that premises and equipment are organised in a way that meets the needs of children.

Section 3.58 requires providers to follow their legal responsibilities under the Equality Act 2010, including making reasonable adjustments.

Section 3.67 states that providers must have arrangements in place to support children with Special Educational Needs or disabilities and must have regard to the SEND Code of Practice.

Equality Act 2010 Requirements

Under the Equality Act 2010, schools must not discriminate against a child because of disability in the provision of education or access to any benefit, facility or service.

Disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Schools have a duty to make reasonable adjustments to ensure that disabled children are not placed at a disadvantage.

Maintained nursery schools must also:

- publish an Accessibility Plan outlining how access will be improved over time
- provide auxiliary aids and services where required
- promote equality of opportunity for children with disabilities

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The Act also allows schools to take positive action in order to support children with disabilities where this is needed to improve access or participation.

Promoting Positive Attitudes to Disability

Tenterfield Nursery School promotes positive attitudes towards disability and diversity throughout the nursery community.

Children are encouraged to develop confidence and independence and to participate fully in all nursery activities. Staff act as role models by demonstrating inclusive and respectful attitudes towards all children.

Training opportunities are provided for staff to develop their knowledge and understanding of inclusive practice, communication strategies and equality and diversity.

Support strategies are tailored to each child's needs and may be recorded in personalised plans developed in partnership with parents, carers and professionals.

Accessibility Action Plan

The nursery aims to improve accessibility in three key areas.

1. Increasing Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Success Criteria
Improve access to the curriculum for children with SEND	Staff adapt planning and learning experiences to meet children's individual needs	Children with SEND can participate fully in nursery activities	Ongoing	All children access the EYFS curriculum and make progress
Continue use of Makaton and total communication approach	Staff use Makaton signs, visual timetables and communication aids	Children with speech, language and communication needs are supported	Ongoing	Improved communication and engagement

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Target	Strategy	Outcome	Timeframe	Success Criteria
Monitor progress of children with SEND	Assessment and progress data regularly reviewed	Support strategies adjusted where needed	Termly	Children with SEND make good progress from their starting points
Provide nurture support where appropriate	Targeted support for children needing additional emotional support	Children settle into nursery and engage with learning	Ongoing	Children demonstrate improved confidence and wellbeing
Provide staff training on SEND and inclusion	Staff attend relevant training and receive SENCo support	Staff have confidence supporting diverse needs	Ongoing	Staff demonstrate inclusive practice

2. Improving the Physical Environment

Target	Strategy	Outcome	Timeframe	Success Criteria
Ensure nursery environment is accessible for all	Regular review of classroom layout and outdoor spaces	Learning areas accessible for children with mobility or sensory needs	Ongoing	Children access all areas safely
Maintain accessibility of entrances and pathways	Monitor site access including buggy parking and pathways	Safe and efficient access for families	Annual review	No access barriers reported
Ensure disabled toilet facilities remain accessible	Regular checks of facilities	Children and adults can access appropriate facilities	Ongoing	Facilities fully accessible

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Target	Strategy	Outcome	Timeframe	Success Criteria
Review accessibility of outdoor learning areas	Monitor sensory garden and outdoor learning spaces	All children can access outdoor play opportunities	Annual review	Inclusive outdoor environment

3. Improving Access to Information

Target	Strategy	Outcome	Timeframe	Success Criteria
Improve communication with parents	Provide information verbally, visually or in translated formats where required	Parents can access nursery information	Ongoing	Parents report clear communication
Ensure information is accessible for families with additional needs	Offer alternative formats when required	Families feel informed and included	Ongoing	Positive parent feedback
Support communication with children with SEND	Use visual supports, symbols and communication aids	Children understand routines and expectations	Ongoing	Children engage confidently in nursery routines

Monitoring and Review

The Accessibility Plan will be reviewed annually by the Headteacher, SENCo and Governing Body.

Progress will be monitored through:

- review of SEND provision
- feedback from parents and carers

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- staff observations and evaluation
- monitoring of children's progress and participation

The nursery is committed to continuously improving accessibility to ensure that all children can fully participate in nursery life.

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