The Lloyd Williamson Nurseries

Accessibility Policy

2026-2027

Updated by Lucy Meyer
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SEND consultant -Jackie Heywood (via emails above)

1.Aims

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

- Increase the extent to which SEND children can participate in the curriculum.
- Improve the physical environment as necessary to enable children with SEND to take better advantage of education, facilities and services provided.
- Improve availability of accessible information to SEND children.

Our nurseries aim to to treat all our children fairly, with respect and dignity. This involves providing access and opportunities for al;l pupils without discrimination of any kind.

Equality and Inclusion statement:

'*We believe all children should have access to the whole curriculum and have equal opportunities to learning and resources.All children learn through first hand experiences and have the opportunity to handle and engage with the nursery resources. We aim for all children to become independent learners and have the ability to participate and achieve in every aspect of nursery life'.*

This plan will be made available online on the nursery website and paper copies will be available on request.

Our nurseries are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010.

The nurseries support any available partnerships to develop and implement the plan for each individual child.

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

2.Legislation and Guidance

This document meets the requirements of the Equality Act 2010 and the Departnment of Education (DfE) guidance for schoolsand nurseries on the Equality Act 2010.

The Equality Act 2010 defines an individual as disbaled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. The nurseries will also implement this policy for 'short-term' needs e.g. a child with a leg in a cast.

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 athma, diabetes, epilepsy and cancer.

Schgools and nurseries are required to mak 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This could include adjustments such as a Learning Support Assistant (LSA) or adjustments to the environment.

3 The LLOYD Williamson Nurseries aim to improving conditions for children with SEND will include, but are not limited to…

1.Staff will undergo Equality and Diversity training – usually prior to joining the nurseries.
2.Access plans will be made for individual children based on their needs. In normal circumstances this will be done in partnership with staff, parents and any external therapists/agencies involved with the child's provision. We will not limit this to only children with an IEP.Parents are requested to give details of any SEND when registering a place at LWN.Our aim is to ensure all children and adults are able to fully access all school activities.
3.Improve signage and external access for visually impaired children and adults. Our aim is to improve safety for visually impaired users of the nursery and increase confidence and independence.
4.Ensure all staff have access to specific training on disability issues. Staff will access this training based on the child's needs e.g. autism training. Staff are requested to additionally highlight any specific training they woule like, Face to face training can also be implemented as necessary.We aim to support staff to be more confident in strategies for differentiation and increased child participation.
5.We will use a range of communication methods to ensure that children and adults can access information e.g. using large print, hearing devices, visual timetables.
6.The SENCo will meet regularly with teachers to discuss strategies and implement IEPs as necessary. Parents will be involved in this process e.g. IEPs will be sent to parents for their comments and ideas.
7.As needed, Jackie Heyward (SEND consultant) will be brought in for additional advice.

8.The ABC method of behaviour onbservation will be implemented with staff as needed e.g. recording the behaviour, the antecedent to the behaviour and what happeed after.
9.SEND will be placed in context e.g. the developmental stage of a child.
10. Parents will be encouraged to communicate with us regularly to discuss progress and discuss next steps and any changes in the child's SEND.

Lucy Meyer
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