

Locks Heath Infant & Nursery School

Accessibility Plan



Policy approved Spring 2 2026	Date of next review Spring 2 2030
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Introduction

This policy and the subsequent Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Legislation Guidance – Schedule 10 of the Equality Act 2010

1. The responsible body of a school in England and Wales must prepare:
 - a. an accessibility plan ;
 - b. further such plans at such times as may be prescribed
2. An accessibility plan is a plan for, over a prescribed period
 - a. increasing the extent to which disabled pupils can participate in the school's curriculum,
 - b. improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school , and
 - c. improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
3. The delivery in sub-paragraph (2)(c) must be:
 - a. within a reasonable time;
 - b. in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.
4. An accessibility plan must be in writing.
5. The responsible body must keep its accessibility plan under review during the periods to which it relates and, if necessary revise it.
6. The responsible body must implement its accessibility plan.
7. A relevant inspection may extend to the performance by the responsible body of its function in relation to the preparation, publication, review, revision and implementation of its accessibility plan.
8. A relevant inspection is an inspection under:
 - a. Part 1 of the Education Act 2005, or
 - b. Chapter 1 or Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England).
9. In preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan.

This policy and the Accessibility Plan are to be used in conjunction with the school's Single Equality Statement and Policy, which incorporates the Accessibility plan as part of the school's main priorities and objectives.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

The full Governing Body is responsible for ensuring the implementation and resourcing of the plan and for reviewing it.

Locks Heath Infant & Nursery School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

Locks Heath Infant & Nursery School will challenge negative attitudes about disability and accessibility, and develop a culture of awareness, tolerance and inclusion.

The current range of disabilities within Locks Heath Infant & Nursery School:

The school is always ready to receive all children with neuro-diverse needs and disabilities. When children enter school with specific needs the SENDCO contacts the specialist teacher advisory service and other relevant professionals for assessments, support and guidance for the school and parents.

For all children that have medical needs a care protocol is agreed with their parents or carers. This protocol is shared with all relevant members of staff and copied as appropriate.

Locks Heath Infant School Accessibility Plan 2026-2030

Equality and Inclusion			
Target	Actions	Responsibility	Review
1. To create an ' <i>all in one place document</i> ' that summarises the Ordinarily Available Provision at LHI&NS.	<p>Review the impact of the ordinarily available provision and school's SEND Provision Map.</p> <p>Collate agreed strategies and resources that best support the wide range of ND needs.</p> <p>Update the SEND Provision map to reflect the agreed 'expectations' for Ordinarily Available Provision at LHI&NS.</p>	<p>SENDCO</p> <p>SLT</p>	Spring 2 2027
2. To review and refine the transition process from Year R to the KS1 curriculum year groups.	<p>Research best practice for transition connected to this age range.</p> <p>Staff meeting to debate the successes and improvement opportunities with regards the transition of children between Year R and Year 1.</p> <p>SLT plan, with adjustments to the transition arrangements, clearly communicated with all stakeholders.</p>	<p>Year R Leader</p> <p>Year 1 Leader</p> <p>SLT</p>	Spring 2 2027
Physical environment			
Target	Actions	Responsibility	Review
3. To develop a learning environment, in the new Nursery provision, that reduces the barriers to learning for all children but especially those with neurodiverse needs.	<p>Research best practice, both nationally and locally, that reduces the barriers that exist for children with ND needs.</p> <p>Assess the newly refurbished spaces, planning carefully where research informed strategies will be / are most impactful for children with ND needs.</p> <p>Update the Environment Policy to reflect the most recent expectations of the school's learning environment.</p>	<p>Nursery Manager</p> <p>SENDCO</p> <p>AHT</p>	Spring 2 2027
4. To secure an inclusive Extended Hours provision for children aged 2, 3 and 4, as part of the Nursery expansion project.	<p>Research best practice, both nationally and locally, that reduces the barriers that exist for children with ND needs.</p> <p>Assess the newly refurbished spaces, planning carefully where research informed strategies will be / are most impactful for children with ND needs.</p>	<p>Nursery Manager</p> <p>SENDCO</p> <p>AHT</p>	

	Update the Environment Policy to reflect the most recent expectations of the school's learning environment.		
5. To ensure the new Nursery build is accessible for all.	Review and assess accessibility to the Nursery.	Nursery Manager AHT Site Manager	
Curriculum			
Target	Actions	Responsibility	Review
6. To promote and secure high levels of independence in children with ND needs.	Review planning and strategy that build on teaching and learning points during independent activities.	Year Leaders SENDCO SLT	

Formal Reviews – Full Governing Body Meetings

Meeting date	Progress and things going well	Actions still to consider
Spring 2 2027 Review	Review to come...	Actions to come...