

Accessibility Plan 2026-2029

Date Approved:

Review Date: April 2026

Lead Responsibility: SENCo / Headteacher / Governing Body

Compliance Evidence: *EYFS Statutory Framework; SEND Code of Practice; Equality Act 2010*

Our Vision and Values

At Pen Green & Kingswood Integrated Centre, we are committed to ensuring equality of opportunity for all children, parents/carers, staff, governors, students and volunteers. We actively remove barriers to learning and participation so that everyone, including those with SEND and protected characteristics beyond disability, can achieve their full potential. The Centre follows the SEND Code of Practice (2015): Graduated Approach, Universal provision, SEN support and Education, Health and Care Plans (EHCP). Parents/Carers and children are actively involved, where possible, at all stages of identification, planning and review in line with Section 19 of the Children and Families Act (2014).

Practice is underpinned by the EYFS principles: the Unique Child, Positive Relationships and Enabling Environments. Learning is adapted through ongoing assessment rather than formalized tracking alone, ensuring all children can access the full breadth of the curriculum.

Aims of the Accessibility Plan

Early identification of children who may need additional to or different from provision.

We aim to:

- Increase access to the curriculum, including all 7 areas of learning in the EYFS
- Improve the physical environment
- Improve access to information
- Improve overall attendance

Definition of Disability - We recognise disability as defined by the Equality Act 2010.

Curriculum Access Target

Leaders have designed an inclusive, ambitious curriculum that meets the needs of all children, including those with SEND. Staff are well-trained to identify emerging needs and implement a graduated approach. Adaptations are purposeful and based on accurate assessment.

Children with SEND make good individual progress from their starting points in line with EYFS expectations. Leaders monitor impact through the Assess-Plan-Do-Review cycle, ensuring barriers to learning are identified and removed through timely reasonable adjustments. Accessibility should be built in by default not added later on request.

The SENCo provides effective oversight, ensuring provision is consistent, timely and responsive.

Leaders systematically evaluate the impact of accessibility and SEND provision through monitoring, pupil progress discussions and learning walks. Any barriers identified are addressed swiftly to ensure equity of experience and outcomes.

Target	Strategy	Outcome	Time frame/ Responsible Person
Early and accurate identification of children who may require additional or different support	Robust baseline assessment informed by home visits and parent/carer contributions. Continuous observation assessment by Family Workers, additional support workers. SENCo oversight to monitor emerging needs. Timely referrals to external professionals e.g. Health Visitors, Early Help, Speech and Language therapy. Clear signposting to the Local Offer. Use of the graduated approach: Access-Plan-Do-Review	Children's needs are identified promptly and barriers to learning are reduced at the earliest stage. Practitioners respond swiftly ensuring all children are supported to make developmental progress.	On-going. SENCo; Pedagogical Leads; Additional Support Workers

Target	Strategy	Outcome	Time frame/Responsible Person
The learning experiences that are on offer, inside and outside should be available for all children to have access to, including children with SEND. This includes any planned off-site visits.	Inclusive curriculum planning with clear differentiation. Individual Support Plans (ISPs) with specific, measurable targets. Targeted interventions and, where appropriate, additional support. Adaptations to the environment and teaching approaches. Regular review cycles (Assess-Plan-Do-Review). Close monitoring of progress by Additional Support Workers and Family Workers, overseen by SENCo and leaders.	All children, including those with SEND, make strong individual progress from their starting points. All staff will be aspirational when planning for children's next steps, based on what the child can already do and what they need to learn next. Children are fully included and actively engaged in all areas of learning.	Termly formal reviews. On-going monitoring by Family Workers, SENCo/ Pedagogical Leads/Additional Support Workers.
Important information (e.g. the SEND policy) to be made available in large print or on the website. Individual arrangements to be made for parents where they may have difficulty understanding information. Information translated for multi-lingual learners.	Large print to be offered on request. Texting information to parents who are hearing impaired. SENCo to support parents where necessary/appropriate. Links to the Local Offer on the website	Access to all important information regarding SEND. Parents informed of NNC Local Offer	On-going/Marketing and Communication Officer.
Ensure Family Workers and Additional Support workers have specific training on meeting the special educational needs and disabilities of the current cohort of children.	Identify training needs to meet the needs of all children.	Raised confidence of staff and children supported appropriately.	On-going.

Physical Access Target			
Target	Strategy	Outcome	Time frame
To be aware of the access needs of disabled children, staff, governors and parents/carers	Ensure the nursery staff & governors are aware of access issues ('access' meaning 'access to' and 'access from'). Create access plans for individual disabled children and adults as part of the SEND (Special Educational Needs and Disabilities) process. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (child or adult) is or becomes physically impaired.	Individual objectives are in place for disabled children, and all staff are aware of children's needs. All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents regardless of needs have full access to all areas of nursery. PEEPs are prepared and reviewed as individual needs change	As required alongside an annual audit.
Maintain safety for visually impaired people	Yellow paint being needed on step edges and other edges. Check exterior lighting is working on a regular basis.	Steps are safe for all Centre users	On-going.
Ensure there are enough fire exits around Nursery that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear	All Centre users, children and adults have safe exit points	Daily.
Accessible car parking	Disabled members of staff and visitors have a place to park in the car park near the Nursery. Look at ways to improve accessibility for wheelchair users through the main entrance.	There is a place for disabled members of staff and visitors to park throughout the school day	On-going.
Ensure all disabled children and adults can access shared spaces	Ensure all corridors are clear from obstacles. Review accessibility to shared spaces for children with mobility challenges.	Look at bids in order to refurbish the entrances to some of the shared spaces to make it more accessible for children with a disability.	On-going.

Information Access Target Information will be provided in accessible formats within a reasonable timescale to ensure no family is disadvantaged.			
Target	Strategy	Outcome	Time frame/ Responsible Person
Availability of written materials in alternative formats	The Centre will support parents/carers to access the relevant services to have written information into an accessible format.	Parents/Carers will have access to the relevant information to support their needs.	SENCo Additional Support Worker Family Workers.
Develop strong, collaborative partnerships with parents and carers	Parents/carers actively involved in assessment and target setting. Regular review meetings and clear communication. Family Worker support where appropriate. Shared strategies between home and setting. Transparent processes for escalation (including EHCP requests where needed).	Parents/carers feel empowered, informed and confident in supporting their child. There is a consistent, shared approach which strengthens outcomes for children.	On-going/Family Workers/SENCo/Additional Support Workers.