



Accessibility Plan 2026-2029

Date approved:

Approved by:

Date of next review

Plan period: September 2026 – August 2029

Policy lead:

Bloomsbury Nursery School recognises the rights of every child and promotes an inclusive environment in which children are respected, valued and supported to express their individual identity.

In particular:

Article 14 – Every child has the right to think and believe what they want and to practise their own religion or beliefs, while respecting the rights and freedoms of others.

Article 30 – Every child has the right to enjoy their own culture, practise their own religion and use their own language, whether or not these are shared by the majority of people in the country where they live.

At Bloomsbury Nursery School, we recognise and value the different languages, cultures, religions, beliefs and family backgrounds represented within our nursery community. We will provide appropriate opportunities, resources and experiences that enable children to see their identities and backgrounds respected and reflected within the nursery environment.

British Values

Within this policy and through our daily practice, Bloomsbury Nursery School promotes the fundamental British Values. We recognise that these values can be introduced and developed from the earliest years through children's everyday experiences, relationships, play and learning.

Democracy: Children are encouraged to express their views, feelings and preferences and to understand that their opinions are valued. Staff listen to children and provide opportunities for them to make choices appropriate to their age and stage of development.

Mutual Respect: Children are supported to understand that everyone is valued and deserves to be treated with kindness and respect. We celebrate children's individual abilities, qualities, cultures, languages, beliefs and family backgrounds.

Individual Liberty: Children are encouraged to develop independence, make appropriate choices and express their preferences within a safe and supportive environment. Staff help children understand that they have choices while also considering the needs and rights of others.

Respect and Tolerance of Different Faiths and Beliefs: Children are encouraged to learn about and respect the different cultures, religions, beliefs and traditions represented within our nursery and wider community. We provide opportunities for children to develop an understanding that people may have different beliefs, customs, languages and ways of life.

Rule of Law: Children are supported to understand the importance of agreed rules and boundaries and why these help to keep everyone safe. Staff model positive behaviour and consistently promote kindness, fairness, respect and consideration for others.

Through our daily practice, we aim to create a safe, inclusive and respectful learning community where all children and families feel valued and included.

Vision Statement Under the Equality Act 2010

Schools are required to have an Accessibility Plan under the Equality Act 2010. The Accessibility Plan sets out the steps the school will take to improve accessibility for children with a range of physical, medical and SEND Needs in relation to learning and the curriculum, the physical environment and access to information.

The Equality Act 2010 provides protection against discrimination and places duties on schools to promote equality and make appropriate reasonable adjustments for children with a range of physical, medical and SEND Needs.

The school will not discriminate against children with a range of physical, medical and SEND Needs and will take appropriate steps to remove or reduce barriers that may prevent them from participating fully in learning and nursery life.

Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Bloomsbury Nursery School recognises that children with a range of physical, medical and SEND Needs may experience barriers to learning, play and participation. We are committed to identifying and reducing these barriers and, where appropriate, making reasonable adjustments so that children with a range of physical, medical and SEND Needs are not placed at a substantial disadvantage.

We will work in partnership with children, parents/carers, staff and relevant professionals to promote equality, inclusion and accessibility throughout the nursery.

Equality and Inclusion

At Bloomsbury Nursery School, we believe that every child is unique and has the right to be valued, respected and included. We are committed to providing equality of opportunity and promoting inclusive, anti-discriminatory practice for all children, families, staff and volunteers within our setting.

We recognise that children and families have different backgrounds, cultures, beliefs, abilities, needs and experiences. We are committed to ensuring that these differences are respected and that no child or family is disadvantaged or prevented from accessing nursery life because of disability, special educational needs, race, ethnicity, nationality, religion or belief, sex, sexual orientation, gender reassignment, age or other individual circumstances.

We work in partnership with parents and carers, the child's key person, the SENCo and other professionals, where appropriate, to identify and remove barriers to children's learning, development and participation. Where a child has a disability or additional access need, we will consider and make appropriate reasonable adjustments to enable them to participate fully in nursery activities and experiences.

We are committed to:

- Providing a safe, welcoming and inclusive environment in which every child can thrive, develop a positive sense of belonging and have their contribution valued.
- Ensuring that all children have equal opportunities to access the curriculum, play, activities, resources, facilities and experiences provided by the nursery.
- Providing a wide range of books, resources, displays and activities that positively represent different cultures, ethnicities, religions, family backgrounds, abilities and disabilities.

- Ensuring that children with SEND and disabilities are supported to participate fully in nursery life through appropriate adaptations and reasonable adjustments.
- Working closely with parents and carers to understand each child's individual needs and to identify appropriate support and adjustments.
- Challenging discriminatory, prejudicial or inappropriate behaviour, language and attitudes relating to disability, race, ethnicity, nationality, religion or belief, sex, sexual orientation, gender reassignment, age, culture, language or other protected or individual characteristics.
- Promoting understanding, respect and positive attitudes towards diversity through our curriculum, activities, relationships and everyday practice.
- Ensuring that children's cultural, religious and family identities are respected and appropriately reflected within the nursery environment and curriculum.
- Ensuring that accessibility is considered when planning activities, events, trips, transitions and changes to the learning environment.
- Making reasonable adjustments where necessary to remove or reduce barriers to participation for children with a range of physical, medical and SEND Needs.
- Providing information and communication in ways that are accessible to children and families, taking account of individual communication needs.
- Ensuring that our recruitment and employment practices are fair, transparent and non-discriminatory.
- Encouraging staff to act as positive role models by demonstrating respectful, inclusive and non-discriminatory behaviour, language and attitudes.
- Providing staff with appropriate training and opportunities to develop their knowledge and understanding of equality, diversity, inclusion, SEND, disability and accessibility.
- Regularly reviewing our practice and environment to identify and address barriers to equality and accessibility.

We are committed to creating a nursery environment in which every child and family feels welcomed, respected, valued and able to participate fully. We recognise that promoting equality and inclusion is an ongoing process and will continue to listen to children, parents, carers and staff when reviewing and improving our provision.

Reasonable Adjustments

Bloomsbury Nursery School is committed to making reasonable adjustments to support children with a range of physical, medical and SEND Needs to access learning, play and all aspects of nursery life.

We recognise that every child is different and will consider individual needs when identifying and reducing barriers to participation.

We will work in partnership with children, parents/carers and relevant professionals, where appropriate, to agree suitable adjustments. These may include adapting activities, resources, the environment, communication or routines.

Reasonable adjustments will be reviewed as children's needs change to ensure they remain appropriate and effective.

Accessibility Plan

The Accessibility Plan sets out the steps Bloomsbury Nursery School will take to improve accessibility and reduce barriers for children with a range of physical, medical and SEND Needs.

The plan will be reviewed every three years, or sooner where operational needs or changes in circumstances require this. It will be approved by the Governing Body and monitored by the Headteacher and SENCO. Progress will be reviewed by the Governing Body.

At Bloomsbury Nursery School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for lifelong learning.

We believe that children should feel happy, safe, secure and valued so that they develop a respectful and caring attitude towards each other and the environment, both locally and globally.

Our Aims

We aim to:

- increase access to learning, play and the curriculum for children with a range of physical, medical and SEND Needs and children with additional access needs;

- improve the physical environment of the nursery so that children with a range of physical, medical and SEND Needs can participate safely and fully in nursery life;
- improve the delivery of information and communication so that it is accessible and appropriate to individual needs.

Responsibilities

The Governing Body

The Governing Body is responsible for:

- supporting the Headteacher in implementing the Accessibility Plan and any actions required;
- ensuring that the school meets its responsibilities under relevant equality and accessibility legislation;
- approving and monitoring the Accessibility Plan;
- ensuring that appropriate arrangements are in place to monitor progress;
- meeting relevant reporting and review requirements.

The Headteacher

The Headteacher is responsible for:

- overseeing the effective implementation of the Accessibility Plan;
- ensuring that the school's equality and accessibility policies and procedures are followed;
- ensuring that staff understand their responsibilities and receive appropriate training and support;
- ensuring that reasonable adjustments are considered and implemented where appropriate;
- ensuring that appropriate action is taken in cases of discrimination, harassment, bullying or other equality-related concerns;
- providing appropriate information to staff and governors about the implementation and effectiveness of the plan;

- working with the SENCO, staff, children, parents/carers and relevant professionals to identify and address accessibility barriers.

The SENCO

The SENCO is responsible for:

- supporting the Headteacher and staff in identifying and reducing barriers to learning and participation;
- advising staff on appropriate reasonable adjustments;
- working with parents/carers and relevant professionals where appropriate;
- contributing to the monitoring and review of the Accessibility Plan;
- supporting staff to meet individual children's accessibility and additional needs;
- identifying relevant staff training and development needs.

All Staff

All staff are responsible for:

- promoting equality, inclusion and respect;
- recognising and challenging discrimination, prejudice, bias and stereotyping;
- supporting children to participate fully in learning, play and nursery life;
- implementing agreed reasonable adjustments;
- treating all children and families with dignity and respect;
- keeping up to date with relevant equality, accessibility and SEND guidance;
- taking part in relevant training and professional development;
- reporting concerns about discrimination, bullying or accessibility appropriately.

Bloomsbury Nursery School Accessibility Plan 2026-2029

Accessibility Plan Code

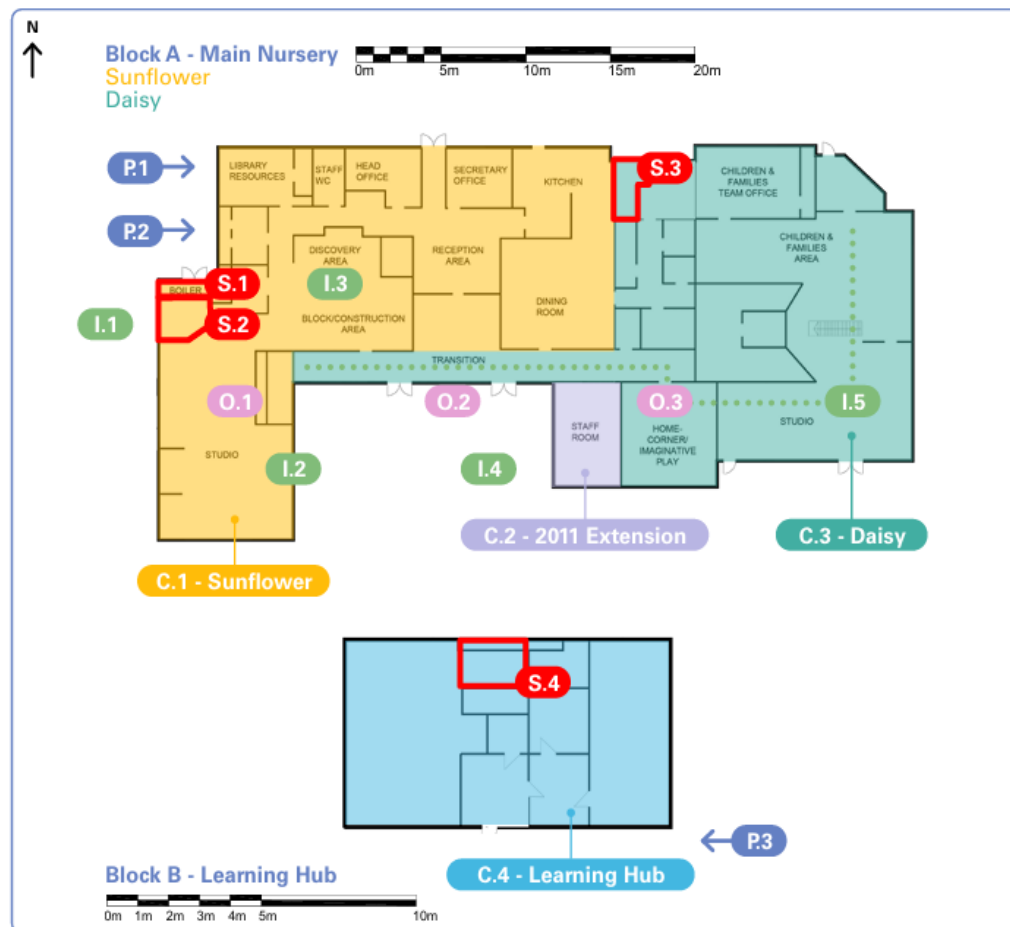
1. Improving access to information for pupils, parents and staff.
2. Increased access to the curriculum.
3. Improving access to the physical environment.

Accessibility Plan Code	Action	Who is responsible?	When	Monitoring / Evidence	Success Criteria
1	Staff knowledge and awareness: Ensure all staff have an up-to-date understanding of SEND, disability, accessibility, reasonable adjustments and relevant statutory guidance, including the SEND Code of Practice: 0 to 25 years and the Equality Act 2010.	Headteacher / SENCO	Ongoing; reviewed annually	Staff meetings, training records, supervision and professional development	Staff demonstrate increased knowledge and confidence in identifying accessibility barriers and implementing appropriate support and reasonable adjustments.
1	Accessible information for parents/carers: Ensure parents/carers can access information about their child's learning, development, SEND support and nursery activities in a format appropriate to their individual communication needs.	Headteacher / SENCO / Key Persons	Ongoing	Parent feedback, individual support plans, meetings and review of communication methods.	Parents/carers are able to access and understand information relevant to their child. Alternative or accessible formats are provided where reasonably required.
1	Accessible communication: Provide information using appropriate	SENCO / Key Persons / All staff	Ongoing and according to	Individual plans, observations, parent/carer	Children and families are supported to understand and communicate

	communication methods where required, including visual information, symbols, pictures, clear language, verbal explanations, translated information or other appropriate communication support.		individual need	feedback and staff discussions.	information in ways that meet their individual needs.
1	Staff training: Provide training and professional development based on the needs of the children attending the nursery, including communication, sensory needs, physical accessibility, medical needs and reasonable adjustments. Relevant specialist advice will be sought where appropriate.	Headteacher / SENCO	Annual training programme and ongoing as required	Training records, observations, staff meetings and advice from relevant professionals.	Staff have the knowledge and confidence to support children with disabilities and additional access needs and implement agreed adjustments consistently.
1,2	Partnership with parents/carers and professionals: Work collaboratively with parents/carers, the child's Key Person, SENCO and relevant professionals to identify barriers and agree appropriate support and adjustments.	SENCO / Headteacher / Key Persons	Ongoing	SEN reviews, individual plans, professional reports, meetings and parent/carer feedback.	Children's accessibility needs are identified promptly and appropriate support and adjustments are agreed, implemented and reviewed.
2	Access to the EYFS curriculum: Ensure children with disabilities and additional access needs can participate meaningfully in the Early Years Foundation Stage curriculum, play, routines, group activities and learning experiences through appropriate adaptations, differentiation and reasonable adjustments.	SENCO / Teachers / Key Persons	Ongoing	Observations, assessments, individual plans, staff meetings and SEN reviews.	Children with disabilities are supported to participate meaningfully in learning, play and daily nursery routines. Barriers are identified and addressed appropriately.
2	Communication and visual support: Provide and review appropriate	SENCO / Teachers / Key Persons	Ongoing according to	Observations, individual plans, assessments and	Children are supported to communicate choices, understand routines and

	resources to support communication and understanding, such as visual timetables, objects of reference, photographs, symbols, choice boards, timers and communication aids where appropriate.		individual need	parent/professional feedback.	participate in activities using appropriate communication strategies and resources.
2	Sensory accessibility: Identify and reduce sensory barriers that may affect children's ability to learn, play and participate. Adapt the environment, routines, activities and resources according to individual needs.	SENCO / SEN Team / Key Persons	Ongoing	Observations, individual plans, sensory assessments, professional advice and staff discussions.	Children with sensory needs are supported to regulate, participate and access learning and play with appropriate adjustments in place.
2	Transition: Consider accessibility needs when children transition between rooms, groups, staff, routines or settings, including transition to school.	SENCO / Key Person / Headteacher	As required	Transition plans, meetings, parent/carer feedback and information shared with receiving settings.	Transitions are planned and supported according to individual needs, helping children to experience continuity and reduced barriers to participation.
2, 3	Access to activities and events: Consider accessibility when planning trips, visitors, celebrations, parent events, special activities and changes to the nursery environment.	Headteacher / SENCO / All staff	Ongoing	Planning records, risk assessments, observations and feedback.	Accessibility needs are considered in advance and appropriate reasonable adjustments are made to enable participation wherever reasonably possible.
3	Physical environment audit: Regularly review the nursery environment to identify physical, sensory and other accessibility barriers, including entrances, rooms, toilets, furniture, learning areas and outdoor spaces.	Headteacher / SENCO	Annual review and whenever circumstances change	Accessibility/environment audit, maintenance records, observations and staff discussions	Accessibility barriers are identified promptly and appropriate improvements or adjustments are made where required.

3	Outdoor access: Ensure children with physical, sensory or other disabilities are supported to access outdoor learning and play through appropriate adaptations, equipment, positioning and adult support.	Headteacher / SENCO / All staff	Ongoing	Observations, individual plans, environmental reviews and professional advice where appropriate.	Children with disabilities are supported to participate safely and meaningfully in outdoor learning and play.
3	Adapted equipment and resources: Provide appropriate furniture, seating, equipment and resources to support children's individual physical, sensory and accessibility needs.	Headteacher / SENCO / All staff	As required	Individual plans, professional recommendations, observations and equipment reviews.	Appropriate equipment and resources are available and used effectively to reduce barriers to participation.
3	Emergency and safety arrangements: Ensure individual accessibility needs are considered within emergency evacuation, fire safety and other relevant safety procedures.	Headteacher / SENCO	Ongoing; reviewed annually and when children's needs change	Individual emergency plans, risk assessments and staff training records.	Staff understand individual access and evacuation arrangements and children can be supported safely in an emergency.
1,2,3	Monitoring and review: Review the Accessibility Plan annually and update actions where children's needs, staffing, guidance, services or the physical environment change. Seek feedback from children, parents/carers and staff where appropriate.	Headteacher / SENCO / Governing Body	Annual review throughout 2026–2029	Annual review report, Governing Body monitoring, feedback, observations and updated action plans.	Progress is monitored regularly, barriers are identified and addressed, and the Accessibility Plan remains relevant to the needs of the nursery community.



Birds eye view of nursery

We have 3 different areas in nursery

Sunflowers – 3-4 year old environment in **Yellow**, which is divided into 2 classrooms

Daisies – 2-3 year old environment in **Green**

Learning Hub – training area and current Stay and Play room in **Blue**



Each classroom has a similar design, with walkways in the middle that lead to different learning opportunities; building area, playdough with role play, expressive art area, and sensory stations.

Children are supported to sit comfortably with a range of different seating options, depending on needs and preferences.





We have a 2 year old garden space and a 3 to 4 year old garden space. Each garden has physical equipment appropriate to the child's age and development needs.

The playground has soft surfaces around the swing and climbing frame.

Areas are clearly divided with clear paths and walk ways to each area.

Wheelchair accessible.





In nursery every classroom has a range of sensory activities and resources to support all children's needs. We also have:

- *Sensory room
- *Soft Play
- *Sensory boards

