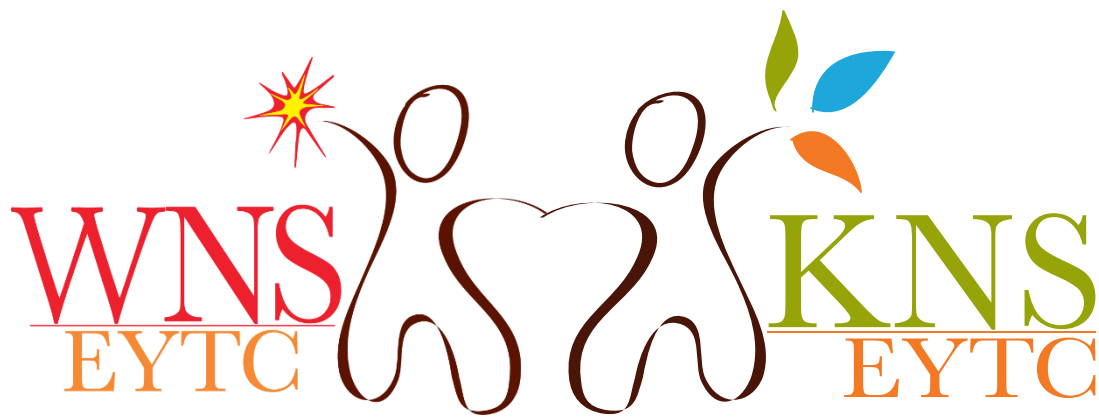


Kenilworth Nursery School & Whitnash Nursery School



Recognising and valuing the uniqueness of
every child

Accessibility Plan 2026-2029

Date Approved: September 2026
Review Date: September 2029
Committee Responsible: Governing Board
Lead Responsibility: Executive Headteacher

Introduction

This Accessibility Plan sets out how Kenilworth Nursery School and Whitnash Nursery School will improve access to education for all children, including those with disabilities and additional needs, in accordance with:

- Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice
- Early Years Foundation Stage (EYFS) Statutory Framework
- Public Sector Equality Duty
- Warwickshire County Council policies and procedures

The plan reflects both schools' commitment to ensuring every child can participate fully in nursery life, achieve their potential and feel safe, valued and included.

This plan will be reviewed annually and updated every three years.

1. Vision and Values

At Kenilworth Nursery School and Whitnash Nursery School, we believe every child has the right to participate fully in nursery life regardless of disability, medical need, learning difference or additional need.

We are committed to creating inclusive environments where children are welcomed, valued and supported to achieve their individual potential. We recognise our responsibilities under the Equality Act 2010 to make reasonable adjustments and improve accessibility over time.

This Accessibility Plan supports our commitment to:

- Equality, diversity and inclusion.
- Early identification of barriers to participation.
- Positive outcomes for children with SEND and disabilities.
- Partnership working with families.
- Continuous improvement of physical environments, curriculum access and communication systems.

2. Legal Framework

This plan is produced in accordance with:

- Equality Act 2010
- SEND Code of Practice 2015
- EYFS Statutory Framework 2026
- Warwickshire Local Offer
- Supporting Children with Medical Conditions Guidance
- Every Child Achieving and Thriving White Paper 2026

The schools will review accessibility arrangements annually and update this plan as required.

3. Aims

The schools will continue to improve:

A. Access to the Curriculum

Ensuring all children can participate in learning opportunities regardless of need or disability.

B. Physical Environment

Improving access to buildings, resources and outdoor learning environments.

C. Information and Communication

Ensuring information is available and understandable for all families.

4. Current Strengths

Both maintained nursery schools currently:

- ✓ Provide inclusive EYFS provision.
- ✓ Employ qualified SENCO leadership.
- ✓ Use graduated approaches to SEND support.
- ✓ Work closely with external agencies including:
 - Warwickshire SEND Assessment and Review Service
 - Educational Psychology Service
 - Speech and Language Therapy
 - Health Visiting Teams
 - Specialist Teaching Service
- ✓ Provide reasonable adjustments for children with identified needs.
- ✓ Maintain accessible entrance routes and inclusive learning environments.
- ✓ Use visual supports and differentiated teaching approaches.
- ✓ Involve parents actively in assessment, planning and review meetings.

5. Action Plan

A. Access to the Curriculum

Priority	Action	Timescale	Responsibility	Success Criteria
Curriculum Inclusion	Ensure all activities can be adapted for different needs and abilities	Ongoing	Headteacher & SENCO	Children participate fully in EYFS curriculum
Staff Training	Annual SEND, inclusion and accessibility training	Annually	Headteacher	Staff confidence increases through monitoring
Communication Support	Expand use of visual timetables, symbols, Makaton and communication boards	Ongoing	SENCO	Improved communication outcomes
Individual Planning	Ensure provision maps and support plans identify reasonable adjustments	Ongoing	SENCO	Adjustments clearly documented
Specialist Advice	Use external agencies to support curriculum access	As required	SENCO	Recommendations implemented promptly
Early Identification	Continue robust assessment processes and graduated response	Ongoing	Teaching Teams	Children's needs identified early

B. Physical Environment

Priority	Action	Timescale	Responsibility	Success Criteria
Access Audits	Conduct annual accessibility walk-through of both sites	Annually	Headteacher	Identified issues resolved promptly
Indoor Learning Areas	Review room layouts to ensure accessibility for mobility needs	Annually	SENCO & Site Teams	Learning areas accessible to all

Outdoor Environment	Maintain inclusive outdoor learning opportunities	Ongoing	Leadership Team	Children access outdoor provision safely
Sensory Environment	Develop quiet or low-stimulation spaces where required	Within 12 months	Leadership Team	Increased support for sensory needs
Signage	Ensure clear, visual and accessible signage throughout premises	By Summer 2027	Site Team	Improved navigation for visitors
Emergency Procedures	Review Personal Emergency Evacuation Plans (PEEPs) for children and adults with disabilities	Annually	Headteacher	Safe evacuation arrangements in place

C. Access to Information

Priority	Action	Timescale	Responsibility	Success Criteria
Parent Communication	Provide information in accessible formats on request	Ongoing	Administration Teams	Families can access information effectively
Translation Support	Access Warwickshire interpretation and translation services where needed	Ongoing	Office Teams	Improved parental engagement
Website Accessibility	Monitor compliance with accessibility standards	Annually	Headteacher & Website Leads	Information accessible online
SEND Information	Ensure SEND information is clear and easy to understand	Annual Review	SENCO	Positive parent feedback
Visual Communication	Increase use of visual communication for	Ongoing	Staff Team	Improved understanding and engagement

	children and families			
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6. Monitoring and Evaluation

Progress against this plan will be monitored through:

- Governor visits and reports.
- Annual accessibility review.
- SEND audits.
- Parent and carer feedback.
- Health and safety inspections.
- School Improvement planning processes.

Key outcomes will be reported to the Governing Body annually.

7. Equality Impact

The schools will ensure that:

- No child is disadvantaged because of disability.
- Reasonable adjustments are made promptly.
- Inclusion remains central to decision-making.
- Accessibility considerations inform school improvement planning.
- Staff understand their responsibilities under the Equality Act 2010.

8. Review Schedule

<u>Review Activity</u>	<u>Frequency</u>
Accessibility Audit	Annual
Governing Body Review	Annual
SEND Provision Review	Annual
Full Accessibility Plan Renewal	Every 3 Years

Leaders ensure that disabled children and those with SEND can access all aspects of the curriculum, environment and wider nursery experience. Accessibility considerations are embedded within strategic planning, SEND provision, safeguarding arrangements and curriculum design. The schools work proactively with families, Warwickshire County Council services and external professionals to identify barriers and make reasonable adjustments, ensuring equitable access and positive outcomes for every child.