

Emneth Nursery School and Daycare

Accessibility Action Plan

2026 – 2027

Headteacher – Claire Hooker

Governor –

You can find out more about us on our website

<https://www.emneth-nur.norfolk.sch.uk/>

Norfolk Community Directory:

<https://communitydirectory.norfolk.gov.uk/Services/7945/Emneth-Nursery-School>

This accessibility plan is drawn up in compliance with current legislation and requirements, relating to the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice, ensuring that all pupils, staff, and visitors have equal access to the school's environment, curriculum, and information.



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Norfolk County Council have worked with young people to develop the Flourish ambition into a framework of impacts and outcomes. This framework forms the basis of the [Flourishing in Norfolk strategy](#)

Flourish focuses on these areas of impact:



Family & friends	Learning	Opportunity	Understood	Resilience	Individual	Safe and secure	Healthy
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1. The purpose of this plan

This plan sets out how we, as a setting, will increase access to education for disabled children and young people in three key areas:

1. increasing the extent to which disabled children and young people can participate in the curriculum;
2. improving the environment to increase the extent to which disabled children and young people can take advantage of education and associated services;
3. focusing on how we deliver information, which is often only provided in writing to improve accessibility for all, including families

Our accessibility plan will be reviewed and reported on annually.

2. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

‘A physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day to day activities.’

Reasonable adjustments for disabled children and young people (CYP)

We will take reasonable steps to ensure inclusion so that CYP with disabilities are not disadvantaged in comparison to CYP without disabilities. This means changing the way we work, providing additional resources and removing physical or other barriers.

Examples include:

- providing additional support
- providing adapted equipment
- implementing assistive technology
- making environmental adaptations

3. Accessible Norfolk – principles and values



4. What does accessibility and inclusion mean for us?

We are committed to providing an environment that can be accessed, understood, and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our environment (such as, but not limited to, our culture, buildings, technology, information, communication) we commit to:

- ✓ promoting inclusion, participation, and equal opportunity
- ✓ making the necessary identical or equivalent adjustments

- ✓ ensuring provisions for privacy, security, and safety
- ✓ ensuring dignity and respect

5. What we have in place to make our setting accessible

Themes	What we are doing well	How do we know?
Relationships	All parents are encouraged to have a look around before booking their child in so that we can get to know the needs of the child/families. We have 'all about me documents' which parents complete when a child starts. Our forms also now include information such as premature birth, whether they have access to a garden, if they have a dentist. We collect information from parents about weaning and foods they have tried at home. We have a strong key person approach The team communicate effectively. We share useful information through social media and online journals. We hold 6 monthly Spotlights/ two year checks with parents. Each term we have an open evening for new families and transitioning families. If we wish to consult with other professionals we speak to parents about it first. We consult with other professionals when children are identified with SEND.	We have regular informal discussions with parents. We send out parent questionnaires and we use the feedback from these. All about me documents and weaning information is completed by parents. We record conversations/ phone calls that we have with other professionals so that we can share the detail with parents. All spotlights, support plans etc. are shared on Opal and face to face updates are given. We ask for parent feedback at spotlight meetings. All families are invited to open events, days out etc. and the number in attendance is good. We monitor that we are implementing actions from other outside professionals.
Communication	We use Opal to communicate with parents. Staff have short chats with parents at drop off and on collection. We will do check ins with families if there are any concerns or we need to gain some information from them. This may be in person or by phone call. Team communicate with each other to ensure relevant information	We document evidence of conversations on opal and through paper forms. We have records of appraisals/supervisions. Amy sends out email each term for new all about me's. SEND records includes information from other professionals. We recorded conversations when we speak with other professionals.

	is shared through the teams to support individual children. We have dedicated folders for children's info (SEND). We have intervention plans for all staff to see and work from. All about me sheets are on Opal, available for all staff to see. We give children choices and empower children to make their own decisions – through use of words, visual timetables/ objects of reference. We use Makaton and have Makaton signs around the room. A newsletter is shared each half term. We will provide alternative formats when required such as braille. We will ensure that we offer support to those families that are unable to access the written information independently. We use interpreters when needed for meetings.	Team cascade knowledge to others through team meetings. This is documented in staff meeting minutes. Part of routine- visual timetables are displayed and we encourage choice making consistently. There are multiple ways to access newsletters. Important communication is recorded for our own records on Opal in the internal communications section. Staff are observed using Makaton with the children.
Training	Staff have tailored training through their interests or where they feel there are gaps in knowledge. Gaps in knowledge are identified through supervision/ appraisals. Whole group training is delivered where needed e.g. training from a teacher for the visually impaired. We have support from Speech and Language. Training is sought when required to meet the differing needs of our children. The training brochure is available for all staff to look at, empowering staff choices. We seek training from a range of providers to ensure that the training matches the need of our staff.	Team cascade knowledge to others through staff meetings. New strategies are implemented and monitored. We use advice and support from other outside agencies and this is documented. Appraisals and supervision conversations are recorded. Training information is logged. Meetings are scheduled into the staff meeting agenda to enable staff to feedback/share their training.
Environment	A welcome/transition event is planned in each term for new families so that they can become familiar with the environment. All families are invited in for a look around before their child starts. Transitional visits. Outside professionals come to check the environment is	Many families attend our welcome event. We listen and learn about individual needs. This is documented through record keeping. We consult with outside professionals, record contact and

	accessible/ share what we might need to consider e.g. for a visually impaired child. Staff team consider adaptations to the environment for individual children. Risk assessments are carried out daily. Staff are able to request resources to support the cohort of children or for individuals. There is accessible signage for all. Wellbeing is acknowledged, celebrated and encouraged. Nursery spaces are organised effectively to allow for access for wheelchairs/specialist equipment and also enable children to be independent learners. The environment is designed/enhanced around children's interests.	make changes when actions are presented. Outside professionals may facilitate our access to resources, specific equipment. Staff share their knowledge of Makaton within setting and on learning journal for parents. We bring yoga into our daily routine, there is a mindful space in each room and emotional regulation techniques are used. Visual timetables, Makaton signs/ actions/ objects of reference are regularly used. The learning environment is monitored.
Curriculum	We have created our own unique curriculum. We celebrate the children's interests. We choose different assessment tools e.g Opal milestones, Cherry Garden (for SEND children) or individualised assessment for visually impaired. Assess individually and set next steps, add interventions and possibly support plans. All children are included in trips/ outings. The team have discussions about individual children. Resources and experiences are differentiated to enable all children to access our play-based curriculum. Documented learning is used to celebrate achievement, share learning and show progression. Common play behaviours are used for different areas of the classroom to ensure coverage and progression. The team uses internal communications through Journals to record information which can then be shared with the wider team and is on record for future reference.	We monitor children's progress. Spotlights highlight what each child has learnt and next steps are included. Interventions are delivered and monitored if required. Support plans are put in place when required and are reviewed. Interventions are monitored e.g. Wellcomm and the SENCo monitors progress. We record outside professional support e.g. Just one Norfolk. Discussions with parents are recorded. Staff meeting notes include curriculum opportunities. Documented learning is viewable in the environments and in documented learning folders. Common play behaviour grids are displayed, annotated and updated in line with planning.

Transitions	We hold an open evening each term for children that are due to start with us. Transitional visits for parents and children are planned in. Transition from one room to another begins the half term before they start in their new room. The team have discussions about individual children. Parents have a voice to share individual and specific information. Other professionals are encouraged to visit the Nursery to meet children that are going to be attending their Primary School. Stair reports are completed for all children going to Primary School. Safeguarding concerns are shared to the receiving Primary Schools within first 5 days. We aid discussions with other professionals if we feel children need additional transition.	Open evenings are well attended. All about me documentation is added onto Opal. Transitions visits are attended or rearranged if necessary. We keep this information in our school diary. Meetings minutes show individual support needed. Room leaders organise transitions between the rooms and monitor that they are happening. Children with SEND have an EHCP review just before they leave us to go to Primary School. Professionals from their new school are invited and their attendance is included on the review paperwork. A child's key person may attend transition visits at another school if it is felt it is needed. Transfer of safeguarding information can be found via CPOMS or a receipt is completed for paper copies.
Building access	We keep corridors clear of any obstructions. We have 1 space available at the front of the Nursery for disabled parking and we monitor the use when we can. We will make additional arrangements if more space is required. We have disabled toilet access which is clear of obstructions or unnecessary clutter. We ensure all emergency cords are working to ensure those that need help are able to get assistance.	This is monitored by the site manager and headteacher. If someone uses the disabled space without good reason then they will be asked to move.

6. Challenges to accessibility that we want to address

Emneth Nursery School is already committed to providing an inclusive and accessible environment for all children. Many reasonable adjustments and inclusive practices are embedded within our everyday provision.

Our ongoing challenge is to ensure that provision remains responsive to the changing and individual needs of children joining the nursery. We will

continue to identify and address any barriers as they arise, including those relating to the physical environment, communication, sensory needs, access to the curriculum and participation in nursery activities.

We will continue to work closely with parents, carers and other professionals to identify needs early and make appropriate reasonable adjustments wherever necessary.

Action plan

Themes	What we need to improve	How will we do this?	What difference we want it to make? What does the education setting community say?	Who is responsible for achieving it?	Who will be involved?	When it will be achieved
Relationships	To strengthen relationships with children and families, particularly those experiencing vulnerability, disadvantage or additional needs, and improve access to early help and practical support.	Introduce a Family Support Worker to build trusting relationships with families, identify barriers to attendance, engagement and wellbeing, provide or signpost early help, and work closely with the nursery team and relevant agencies. Ensure families know how to access support and that emerging needs are identified promptly.	Families feel listened to, supported and able to access help earlier. Barriers that may affect children's participation, attendance or wellbeing are reduced. Children and families experiencing vulnerability are better supported to engage fully in nursery life.	Headteacher / Family Support Worker	Headteacher / Family Support Worker	Ongoing throughout the year

Training	To develop staff awareness and understanding of key groups of children, including EYPP, SENIF, vulnerable groups and children born preterm, so staff can confidently explain how individual and group needs are identified and supported.	Provide focused staff development on key groups and the nursery's local context. Use cohort information, assessment and other relevant data to monitor progress, participation and wellbeing, identify gaps and agree timely adaptations or interventions. Build discussion of key groups into team meetings, supervision, planning and provision reviews.	Staff confidently articulate the needs of key groups and the strategies, reasonable adjustments and targeted support in place. Data is used purposefully rather than in isolation, leading to earlier identification of gaps and timely support. Children at risk of disadvantage or reduced access make progress from their individual starting points.	Headteacher/Daycare manager/deputy daycare manager/class teacher	All staff	Ongoing throughout the year.
Environment	At the start of the year and at other key transition times, environments should be reviewed to ensure that we are able to meet the needs of the new cohort/groups of children, particularly those with SEND. In addition, improve the quality of adult engagement outdoors and staff confidence in	The Headteacher, Daycare Manager, Deputy Daycare Manager and class teacher will support team discussions about children in each cohort and adapt the environment where needed, for example for visual, physical,	All children can access and participate in the learning environment and resources reflect developmental and individual needs. Adults use outdoor learning purposefully to extend language, thinking, curiosity	Headteacher / Daycare Manager / Deputy Daycare Manager / Class Teacher	All staff	Ongoing through the year

	extending and deepening learning throughout the year.	communication or sensory needs. Provide coaching and professional development on high-quality adult interactions outdoors, including observation, questioning, sustained shared thinking and knowing when to join or step back. Plan meaningful year-round opportunities that connect children with the natural world, sustainability and age-appropriate understanding of climate change.	and problem-solving. Children develop positive relationships with the natural world and early understanding of caring for their environment.			
Curriculum	To implement and embed a cohesive whole-school approach to children's personal, social and emotional development through effective use of Thrive and Pol-Ed, with particular focus on self-regulation, emotional literacy, resilience and positive behaviour.	Agree a consistent whole-school approach to Thrive and Pol-Ed and map this through curriculum, routines and interactions. Train and support staff to use shared language and strategies, model co-regulation and	Children experience consistent, safe, respectful and nurturing relationships. They increasingly recognise and communicate emotions, develop self-regulation and	Daycare Manager / Deputy Daycare Manager / Class Teacher	All staff	Ongoing throughout the year

		identify children who may need additional support. Use observations and assessment to review impact and adapt provision, ensuring approaches are developmentally appropriate and accessible for children with SEND and other additional needs.	resilience, and use positive strategies in relationships and behaviour. Children needing additional support are identified early and provision is adapted to reduce barriers to participation and learning.			
Transitions	To ensure transition arrangements identify and reduce potential barriers for children and families, particularly children with SEND, disadvantaged children and those experiencing vulnerability.	Use enhanced transition arrangements where needed, including information sharing with families and professionals, additional visits, visual supports and individual transition plans. Involve the Family Support Worker where family circumstances create barriers to engagement or attendance. Review the environment and staffing before children start or	Children experience secure, well-planned transitions that respond to individual need. Relevant information and successful strategies are shared promptly, reasonable adjustments are in place before transition where possible, and families are confident about the support available.	Headteacher / Daycare Manager / Deputy Daycare Manager / Class Teacher	All staff	Ongoing throughout the year

		move rooms and share successful strategies with receiving staff/settings.				
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This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- ☐ Behaviour Policy
- ☐ Health & Safety Policy
- ☐ School Improvement Plan
- ☐ Special Educational Needs and Inclusion Policy
- ☐ Teaching and Learning Policy