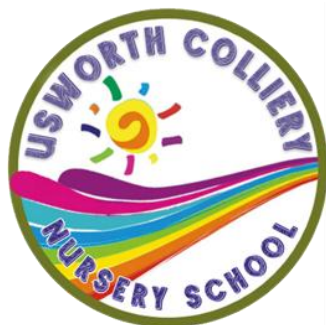




Usworth Colliery Nursery School Accessibility Plan 2025–2028

Introduction

The Equality Act 2010 consolidates previous anti-discrimination laws, requiring schools and local authorities to plan for accessibility for disabled pupils. This plan outlines our commitment to:

- Enhancing curriculum access for disabled pupils.
- Improving the physical environment to support their participation.
- Increasing the availability of accessible information.

Disability, as defined by the Disability Discrimination Act 1995, includes a wide range of physical and mental impairments that significantly impact daily activities.

Vision and Values

We believe every child deserves to be healthy, safe, valued, and respected, with high aspirations for their future. Inclusion means ensuring equal opportunities for all children to learn, grow socially, and participate in community life. We commit to allocating appropriate resources and regularly reviewing our plans.

Principles

Usworth Colliery Nursery School is committed to:

- Avoiding discrimination in admissions, exclusions, and educational provision.
- Treating disabled pupils equitably.
- Taking reasonable steps to reduce disadvantages.
- Publishing and implementing an Accessibility Plan.

We value parental insight into their child's needs and uphold confidentiality. Our curriculum is broad, balanced, and tailored to individual learning styles. We monitor achievement to ensure inclusive teaching.

Related Policies

- Supporting Positive Behaviour Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Additional Needs Policy

Accessibility Overview

Physical Environment

Single-storey building with wide corridors and level access points. Wheelchair-accessible entrances and internal doors. Emergency signage and lighting throughout. One accessible toilets with handrails and emergency cords.

Curriculum

Follows the Early Years Foundation Stage Curriculum. Staff development through CPD and self-evaluation. Additional support and resources provided as needed. External specialist input sought when appropriate.

Information

Written materials available in large print or explained in person. Translations provided for heritage languages. Information accessible via the school website.

Management and Implementation

Governors and the senior leadership team, including the SENCO, will consult with external agencies and the Local Authority as needed.

Accessibility Action Plan 2025–2028

Priority: Disability

Objective	Actions	Outcomes	Review
Promote positive representation of disability	Audit resources, displays, and ICT	Increased awareness and inclusive materials	Ongoing
Raise disability awareness among stakeholders	Staff liaison with Early Help and Family Hubs	Improved support and signposting for families	Ongoing
Foster inclusive learning environments	Website updates, home learning page	Enhanced parental engagement	Ongoing
Ensure accessible communication	Use Class Dojo for concise messaging	Improved parent-school interaction	Ongoing

Priority: Gender

Objective	Actions	Outcomes	Review
Monitor achievement by gender	Termly data analysis	Early identification and intervention	Ongoing
Promote gender equality	Audit environment and resources	Equal access and representation	Ongoing
Encourage positive gender identity	Provide inclusive materials and monitor engagement	Respectful attitudes and self-expression	Ongoing
Engage all parents	Stay-and-play sessions, learning journey displays	Increased parental involvement, especially fathers	Ongoing

Priority: Race

Objective	Actions	Outcomes	Review
Understand cultures within the locality	Attend any appropriate training	Stronger relationships and cultural awareness	Ongoing
Monitor achievement by ethnicity	Data analysis and targeted planning	Improved attainment for all pupils	Ongoing
Promote racial diversity	Inclusive resources, dual-language books, cultural celebrations	Positive recognition of diversity	Ongoing
Provide multilingual support	Collaborate with Ethnic Minority Achievement Service	Increased parental engagement	Ongoing

Priority: Age, Religion, Belief, and Sexuality

Objective	Actions	Outcomes	Review
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Promote inclusive attitudes	Reflect traditions in planning, celebrate festivals, review policies	Respect for beliefs, improved confidence and understanding	Ongoing
Inclusive governance	Advertise GB roles to all family members	Diverse representation	Ongoing