# Accessibility and Inclusion Policy

*This policy should be read alongside Jubilee Primary School's Accessibility Plan and the nursery's SEND, Equality, Admissions, Safeguarding, Medical Needs and Complaints policies.*

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|---|---|
| **Policy owner** | Nursery Manager / Headteacher |
| **Designated SENDCo** | _____ |
| **Approved by** | _____ |
| **Date adopted** | _____ |
| **Review date** | _____ |
| **Review cycle** | At least annually, and sooner if legislation, guidance, premises or individual needs change |

## 1. Purpose and commitment

Jubilee Childcare Centre is committed to providing an inclusive, welcoming and accessible nursery in which every child can participate, learn, play and develop. We recognise that children and adults may experience physical, sensory, communication, learning, medical or emotional barriers, including barriers that are not immediately visible.

We will not unlawfully discriminate, harass or victimise a child or adult because of disability or another protected characteristic. We will anticipate likely access needs, consider each request individually and make reasonable adjustments where a disabled person would otherwise be placed at a substantial disadvantage.

This policy explains how the nursery will identify and reduce barriers relating to admissions, the Early Years Foundation Stage curriculum, communication, the physical environment, personal care, nursery routines, trips and events.

## 2. Legal and statutory framework

This policy has been prepared with regard to:

- the Equality Act 2010;
- the Children and Families Act 2014;
- the Special Educational Needs and Disability Regulations 2014;
- the SEND Code of Practice: 0 to 25 years, particularly Chapter 5 for early years providers;
- the current Early Years Foundation Stage statutory framework for group and school-based providers;
- the Public Sector Equality Duty, where it applies to Jubilee Primary School and the nursery; and
- the school's statutory Accessibility Plan, where the nursery forms part of the school.

The EYFS requires providers to have arrangements in place to support children with special educational needs or disabilities. Local-authority-funded early years providers must have regard to the SEND Code of Practice. The Equality Act duties apply whether or not a child has a formal diagnosis or an Education, Health and Care plan.

Because Jubilee Childcare Centre is linked to Jubilee Primary School, the school's Accessibility Plan remains the statutory strategic document for increasing access for disabled pupils. This nursery policy supports day-to-day implementation but does not replace that plan.

## 3. Scope

This policy applies to children attending or applying to attend the nursery, their parents and carers, staff, students, volunteers, contractors and visitors. It covers access to:

- admissions and settling-in arrangements;
- learning, play and assessment within the EYFS;
- communication and nursery information;
- meals, toileting, changing and personal care;
- indoor and outdoor spaces;
- drop-off and collection arrangements;
- educational visits, celebrations and special events;
- complaints and feedback procedures; and
- employment and volunteering arrangements, where relevant.

## 4. Understanding disability, SEN and medical needs

Under the Equality Act 2010, disability generally means a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Certain conditions are treated as disabilities from diagnosis under the Act.

Special educational needs, disability and medical needs overlap but are not identical. A child may be disabled without having SEN, may have SEN without meeting the legal definition of disability, or may have both. The nursery will focus on the individual child's strengths, needs and barriers rather than waiting for a label or diagnosis.

## 5. Admissions and starting nursery

Admissions will be managed fairly, lawfully and in accordance with the nursery's Admissions Policy and any applicable school or local-authority arrangements. A child will not be treated less favourably because of disability, SEN or a medical condition.

Before a child starts, parents and carers will be invited to share relevant information, including the child's:

- strengths, interests and preferred ways of communicating;
- developmental, sensory and emotional-regulation needs;
- medical conditions, allergies, medication and emergency arrangements;
- mobility, eating, drinking, toileting and personal-care needs;
- existing reports, support plans or professional advice; and
- adjustments that have previously helped the child.

The nursery may arrange planning meetings, visits, additional settling-in sessions, risk assessments, staff training or specialist advice. These arrangements will be used to support a safe and successful start and will not be used to create unnecessary delay or an unlawful barrier to admission.

Where a requested arrangement cannot be put in place immediately, the Nursery Manager will explain the reason, consider interim or alternative adjustments and work with the family, school, local authority and relevant professionals as appropriate.

## 6. Reasonable adjustments

The duty to make reasonable adjustments is anticipatory. The nursery will consider the likely needs of disabled children and adults generally, as well as responding to identified individual needs.

Reasonable adjustments may include:

- changing a policy, procedure or usual way of working;
- altering the timing, length, location or presentation of an activity;
- adapting room layouts, furniture, resources or routines;
- providing an auxiliary aid or service;
- using visual, signed, pictorial or alternative communication;
- providing a quiet space, sensory break or additional transition support;
- adapting drop-off, collection or emergency arrangements; and
- providing appropriately trained adult support where this is reasonable and necessary.

When deciding what is reasonable, the nursery will consider how effectively the adjustment would remove the disadvantage, the child's safety and wellbeing, the views of the child and family, professional advice, practicability, cost, available resources and the effect on others. Cost will not be considered in isolation, and available funding or external support will be explored where appropriate.

The nursery will record significant agreed adjustments and review whether they remain effective. Where an adjustment is not agreed, the reasons and any alternative action will be explained to the family.

## 7. Inclusive curriculum and participation

The nursery will provide a broad, balanced and inclusive EYFS curriculum. Planning will begin from the assumption that children should be able to participate with their peers wherever reasonably possible.

Staff may support access by:

- adapting activities, resources and expected outcomes;
- using visual timetables, now-and-next boards, objects of reference or communication systems;
- providing additional processing time and predictable transitions;
- adjusting group size, seating or the length of an activity;
- offering alternative ways to explore, respond and demonstrate learning;
- providing adapted tools, seating or specialist equipment;
- reducing avoidable sensory overload;
- using children's interests to promote engagement; and
- following advice from therapists, health professionals, specialist teachers or inclusion services.

Adjustments will promote dignity, independence and belonging. Separate provision will only be used where it meets an identified need and is kept under review, rather than as a routine response to disability or SEN.

## 8. Identification of SEN and the graduated approach

The nursery will identify and respond to emerging needs as early as possible. Support will not be delayed solely because a child is awaiting assessment or diagnosis.

Where a child may have SEN, the nursery will use the graduated approach:

1. Assess: gather information about the child's development, strengths, needs and barriers.
2. Plan: agree outcomes, adjustments, strategies, responsibilities and a review date with parents or carers.
3. Do: implement the agreed support, led by the key person with advice from the SENDCo.
4. Review: evaluate progress, the effectiveness of support and whether provision should continue, change or be increased.

Where appropriate and with consent, the nursery will seek advice from the local authority, health services or other specialists. The nursery will contribute to requests for an Education, Health and Care needs assessment where required.

## 9. Key person and SENDCo responsibilities

Every child will have a key person who helps to ensure that care and learning are tailored to the child's individual needs. The key person will work with the child, family and SENDCo to support settling in, communication, participation and transitions.

The SENDCo will:

- coordinate the nursery's arrangements for children with SEN or disabilities;
- advise staff about inclusive practice and reasonable adjustments;
- support the assess-plan-do-review cycle;
- liaise with parents, carers and professionals;
- support applications for appropriate funding or specialist help;
- maintain suitable records; and
- promote consistent practice across the setting.

## 10. Physical environment

The Nursery Manager will regularly consider whether the premises, furniture, equipment or routes create avoidable barriers. Reviews will include entrances, thresholds, paths, lighting, acoustics, signage, toilets and changing areas, room layouts, outdoor provision, emergency exits and drop-off arrangements.

Where the nursery is part of the school, longer-term physical access improvements will be considered through Jubilee Primary School's Accessibility Plan, premises planning and budget processes. Day-to-day reasonable adjustments may include rearranging furniture, changing the room used, providing portable equipment or agreeing an alternative accessible route.

The legal position on physical alterations can depend on whether the provision is treated as a school education service, a childcare service or another service under the Equality Act. The Nursery Manager will seek advice where a substantial building alteration or disputed adjustment is involved rather than applying a blanket rule.

## 11. Accessible information and communication

The nursery will seek to provide important information in a form that children, parents, carers, staff and visitors can understand and use. Depending on need and what is reasonable, this may include:

- plain language or verbal explanation;
- larger print or accessible electronic documents;
- pictures, symbols, visual timetables or social stories;
- translated information or interpretation support;
- British Sign Language or other communication support where reasonably available; and
- reasonable adjustments to meetings, forms or digital communication.

Parents and carers should tell the nursery about communication or information needs. The nursery will not rely on a child to interpret important or confidential information for an adult.

## 12. Medical needs, intimate care and eating

Children with medical, personal-care, eating or drinking needs will be supported in line with the nursery's medical, medicines, allergy, intimate-care and safeguarding procedures. Where required, an individual healthcare or care plan and risk assessment will be agreed with parents and relevant professionals.

Plans may cover medication, emergency action, allergies, eating and drinking, moving and handling, toileting, changing, communication, staff training and evacuation. Care will be provided respectfully and in a way that protects the child's privacy, dignity and safety.

Staff will not undertake a specialist medical or moving-and-handling procedure until suitable training, equipment and arrangements are in place.

## 13. Behaviour and emotional regulation

The nursery recognises that behaviour may communicate distress, pain, anxiety, sensory overload, unmet need or difficulty understanding or communicating. Staff will consider whether disability or SEN contributed to an incident and whether a reasonable adjustment is required.

Policies will not be applied rigidly where doing so would place a disabled child at a substantial disadvantage. Any restriction, suspension or proposed termination of a place will be reviewed carefully for lawfulness, proportionality, safeguarding implications and possible disability discrimination. Exclusion from activities will not be used as a routine response to disability-related behaviour.

## 14. Trips, events and wider nursery life

Visits, local walks, celebrations and special activities will be planned inclusively. Risk assessments will consider transport, physical access, toilets and changing, medication, communication, sensory conditions, staffing, eating and drinking, mobility equipment and emergency arrangements.

A child will not be excluded solely because of disability or SEN. Where the usual arrangement presents a significant risk or barrier, the nursery will explore reasonable alternatives with the family. Parents will not normally be required to attend solely because their child is disabled unless this is part of a genuinely agreed, proportionate arrangement

## 15. Emergency evacuation

Emergency arrangements will take account of disabled children and adults. Where necessary, a Personal Emergency Evacuation Plan will identify suitable routes, communication, equipment, assistance, named responsibilities and any arrangements for medication or mobility support. Plans will be practised or reviewed at appropriate intervals and whenever needs or premises change.

## 16. Partnership with children and families

Parents and carers have valuable knowledge of their child. The nursery will listen to their views, share information and involve them in planning and reviewing support. Consent will normally be obtained before involving outside professionals or sharing personal information, unless disclosure is required by law or necessary to safeguard a child.

Children will be involved in decisions in ways suited to their age, development and communication. Staff will pay attention to speech, signs, gestures, behaviour, emotional responses, choices and indications of discomfort or overload.

## 17. Staffing, training and confidentiality

Staff will receive training and support appropriate to their roles and the children attending. This may include disability awareness, inclusive EYFS practice, communication, sensory needs, medical procedures, moving and handling, intimate care, safeguarding disabled children and emergency evacuation.

Information about disability, SEN or medical needs will be handled sensitively, stored securely and shared only with those who need it for safe care, education, legal compliance or safeguarding. Staff will avoid discussing individual needs in public areas or with other families.

## 18. Resources and funding

The nursery will consider accessibility when purchasing furniture, books, toys, communication resources, digital materials and outdoor equipment. Where appropriate, it will explore available support, which may include the Disability Access Fund, SEN Inclusion Funding, Early Years Pupil Premium, local-authority inclusion services, health provision, specialist equipment services or provision specified in an Education, Health and Care plan.

The availability of a particular funding stream does not determine whether the nursery has an Equality Act duty. Reasonable-adjustment decisions will be made on their individual facts.

## 19. Accessibility action planning

The nursery will contribute to the school's Accessibility Plan where applicable and maintain practical nursery-level actions. Actions should address curriculum participation, the physical environment and accessible information, while also reflecting the needs of parents, carers and visitors.

| Barrier or area | Action | Responsible person | Resources | Target date | Review / outcome |
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## 20. Concerns and complaints

Accessibility concerns should be raised with the Nursery Manager as soon as possible. The nursery will listen, consider whether a person has been placed at a disadvantage, review relevant evidence and adjustments, and explain the outcome and any agreed action.

Where a concern cannot be resolved informally, the nursery's Complaints Policy should be followed. Raising a concern, requesting an adjustment or supporting a complaint will not result in unfavourable treatment.

## 21. Monitoring and review

The Nursery Manager is responsible for day-to-day implementation. The Headteacher and governing body or proprietor, as applicable, retain oversight of statutory equality and accessibility duties.

The nursery will monitor admissions, participation, support plans, agreed adjustments, feedback, complaints, incidents, staff training, accessibility expenditure and progress against action plans. This policy will be reviewed at least annually and sooner following significant changes to law, guidance, premises or individual need.

## 22. Related policies and documents

- Jubilee Primary School Accessibility Plan;
- SEND Policy and SEN Information Report, where applicable;
- Equality, Diversity and Inclusion Policy;
- Admissions Policy;
- Safeguarding and Child Protection Policy;
- Supporting Children with Medical Conditions / Administration of Medicines Policy;
- Intimate Care Policy;
- Behaviour and Emotional Regulation Policy;
- Health and Safety and Emergency Evacuation procedures;
- Educational Visits Policy; and
- Complaints Policy.

## 23. Official guidance and reference documents

The following official sources were used when checking this policy:

- Department for Education, Early Years Foundation Stage statutory framework for group and school-based providers (current framework);
- Department for Education and Department of Health, SEND Code of Practice: 0 to 25 years, especially Chapter 5;
- Department for Education, Early Years: guide to the 0 to 25 SEND Code of Practice;
- Equality Act 2010, including the reasonable-adjustment and school accessibility-planning duties; and
- GOV.UK guidance on disability rights in education and reasonable adjustments.

*Official documents should be accessed through GOV.UK or legislation.gov.uk to ensure that the latest version is being used. A change to the EYFS or SEND framework should trigger an early review of this policy.*

## 24. Policy acknowledgement

I confirm that I have read and understood the Jubilee Childcare Centre Accessibility and Inclusion Policy.

**Name:** _____

**Role:** _____

**Signature:** _____

**Date:** _____

**Approved by:** _____

**Signature:** _____

**Date:** _____