



Accessibility Plan (2026–2029)

1. Aims

This Accessibility Plan sets out how the Lincolnshire Maintained Nursery School Federation will:

- Increase access to the curriculum for disabled children
- Improve the physical environment of the schools
- Improve the availability of accessible information

This plan meets the requirements of the **Equality Act 2010**, which requires schools to plan to improve accessibility over time.

2. Federation Context

The federation includes:

- Wyndham Park Nursery School, Grantham
- Gainsborough Nursery School, Gainsborough
- Kingsdown Nursery School, Lincoln
- Boston Nursery School, Boston

All schools operate from single-level buildings, supporting access for young children and those with physical needs.

Across the federation, schools serve similar communities and cohorts. Shared characteristics include:

- Increasing numbers of children with SEND, often without Education, Health and Care Plans
- High levels of speech, language and communication needs, including non-verbal children
- A growing number of children with English as an Additional Language
- Delays in social, emotional and physical development

As a result, accessibility priorities are broadly consistent across all schools, with adjustments made in response to individual needs.

3. Definition of Disability

Under the Equality Act 2010, a person is disabled if they have:

a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

4. Principles

The federation is committed to:

- Providing an inclusive environment where all children can participate
- Removing barriers to learning and development
- Making reasonable adjustments to meet individual needs
- Working in partnership with families and external professionals
- Anticipating needs where possible

5. Current Practice

Across all schools, the federation already:

- Provides a flexible, play-based curriculum adapted to meet a wide range of needs
- Uses visual supports, routines and communication strategies
- Works closely with families to support children
- Makes reasonable adjustments where required
- Maintains accessible, single-level environments

6. Priorities for Improvement (2026–2029)

A. Access to the Curriculum

- Continue to use visual and communication strategies (e.g. symbols, gestures) to support understanding
- Maintain a strong focus on early identification of additional needs
- Share practical strategies through staff meetings to support children's communication, attention and independence

B. Physical Environment

- Ensure all environments remain safe, accessible and well organised
- Keep accessibility under review and respond to needs as they arise

C. Access to Information

- Continue to communicate with families in flexible and accessible ways
- Provide support for families with English as an Additional Language where needed

7. Monitoring and Review

- The plan will be reviewed annually by the Executive Headteacher
- It will be updated every three years, or sooner if required
- Adjustments will be made in response to changes in cohort or need

8. Links to Other Policies

This plan should be read alongside:

- SEND Policy
- Equality Information and Objectives
- Safeguarding Policy
- Health and Safety Policy