

Watford Field School Infant & Nursery



*Being Kind, Confident Minds,
Ready for Life Long Learning*

Accessibility Plan January 2026

Reviewed: January 2026

Next Review: January 2029

Introduction and Aims

At Watford Field School Infant and Nursery, we are committed to providing a fully inclusive environment where every child is valued, supported and enabled to achieve their full potential. We recognise that the needs of our children, families, staff and visitors are diverse and continually evolving. As an infant and nursery school, we understand the importance of early identification, nurture and inclusive practice in laying strong foundations for lifelong learning.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

We are committed to:

- Providing a fully accessible environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes, including those surrounding disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.
- Developing the physical school environment to make it accessible and able to meet the needs of all pupils, staff and visitors to the school.
- Providing ongoing training for staff.
- Ensuring that learning is both accessible and equitable for all.

Aims of the Accessibility Plan

Our aims are to:

- Ensure all children have equal access to a broad, balanced and enriched Early Years and Key Stage 1 curriculum.
- Remove or minimise barriers to learning for children with disabilities.
- Provide a safe, welcoming and inclusive physical environment for the whole school community.
- Ensure information is accessible to children, parents, carers and visitors.
- Promote positive attitudes towards diversity and inclusion.
- Meet the requirements of the Equality Act 2010 and the SEND Code of Practice.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Legal Framework

- This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).
- The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.
- Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Development of the Plan

This plan has been developed with careful consideration of the school's environment, layout, and community. Particular attention has been given to pupils currently attending the school who are disabled and/or have Special Educational Needs and Disabilities (SEND), as well as prospective pupils who may also be disabled and/or have SEND.

Parents of children joining the school are asked to share information about their child's individual health, social, or educational needs. This ensures that appropriate provision can be put in place before the child starts. The SENDCo and EYFS Leader also liaise with feeder nurseries, using the Herts for Learning transition toolkit, to support a smooth transition and ensure that each child's needs are met from the outset.

In addition, information is gathered about any other significant family members who may need access to the school site.

Pupil progress is monitored through termly Pupil Progress meetings between the class teacher and the Headteacher. These meetings allow provision to be reviewed and adapted in order to meet individual needs effectively. All of these processes contribute to and inform this plan.

Monitoring the Plan

The Headteacher and the SEND Governor are responsible for monitoring this plan. It will be reviewed annually by the Full Governing Board and updated as necessary.

Watford Field School Infant and Nursery Accessibility Plan



Priority	Action	Year 1 2025-2026	Year 2 2026 -2027	Year 3 2027 - 2028	Lead	Success Criteria
Objective 1 – Access to the Curriculum						
Embed adaptive teaching	CPD for whole staff on inclusive and adaptive teaching	Staff are trained and more confident in their teaching and adapting the curriculum	Follow-up coaching for identified staff; learning walks focus on adaptation	Evidence of embedded practice in monitoring cycle	Headteacher / SENDCo	Staff confidence increases. Learning walks show adaptive strategies in all classrooms
Strengthen early identification	Develop a robust and consistent screening and reporting process for all children in Reception, Nursery and in year joiners in Year 1 and Year 2	Review assessment systems; implement updated screening tools	Evaluate impact on early intervention referrals	Review systems to ensure they are still fit for purpose	SENDCo / EYFS Lead	Reduction in delayed identification. Earlier support plans in place
Inclusive curriculum representation	Audit curriculum materials for representation	Conduct diversity audit of books and displays	Replace 25% of non-representative texts	100% classrooms reflect diverse identities	English Lead / SLT	Pupil voice shows children feel represented
Enrichment accessibility	Ensure trips and visits are accessible	Staff carry out pre check visits to ensure suitable accessibility arrangements are in place for all children	Adapt trips and visits based on Year 1 findings	Gather parent and children's feedback survey shows improved access	Teaching and Learning Assistant Head	All staff are confident in identifying and addressing accessibility needs during trips and visits, making inclusive trips and visits standard practice.

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Objective 2 – Improve the Physical Environment						
Accessibility audit	Conduct a full site audit	Audit completed; priority list created	50% identified improvements completed	100% feasible improvements completed	Governors	Annual audit evidences improved accessibility
Sensory friendly spaces	Improve sensory friendly spaces	Review the effectiveness of sensory friendly spaces within school	Refine and enhance the provision of sensory friendly spaces	Gather pupil voice of the effectiveness of sensory friendly spaces and review current provision	SENDCO	An increase of children using these spaces to help them regulate their emotions.
Signage & navigation	Improve clarity and visual signage around the school	Review current signage	Gather parent feedback	Improve signage around the school, maintain and update as required	Site Manager	Improved visitor navigation feedback
Objective 3 – Improve Access to Information						
Inclusive communication	Ensure all regular communications are accessible	Gather parent feedback on accessibility needs	Provide support for parents with additional communication needs	Ensure all new systems consider accessibility from the outset	EAL Leader	Increased engagement from all parents
Key documentation	Improve accessibility to key documentation	Knowledge Organisers to be available on the school website	Ensure the Schools SEND Information report is more accessible to parents	Regularly review and update website and documentation to ensure accessibility for all	Head Teacher Assistant Head teachers SENDCO	All key documentation and the school website are accessible
School Website accessibility	Audit school website accessibility	Gather parent feedback on accessibility of the website	Improve website compliance with accessibility standards	Regularly review and update website and documentation	Head Teacher	The school website is accessible

Priority	Action	Year 1 2025-2026	Year 2 2026 -2027	Year 3 2027 - 2028	Lead	Success Criteria
Objective 4 – Promote Positive Mental Health and Wellbeing						
Emotional literacy	Ensure all staff are knowledgeable and confident in supporting pupils with Social, Emotional and Mental Health (SEMH) needs.	Staff to complete Attachment and Trauma Training	Embed a robust systematic approach to supporting children's mental health	Review and evaluate the systems that are in place to support children with their mental health evaluate as necessary	SENDCO	Staff will be confident in supporting pupils with Social, Emotional and Mental Health (SEMH) needs.
Mental Health First Aider	Improve effective Mental Health First Aider provision to support pupils' and staff's SEMH needs	Ensure a trained Mental Health First Aider is in place to support pupils' SEMH needs and to provide guidance to staff.	Embed the role of the Mental Health First Aider within school systems, ensuring staff and pupils receive timely support.	Review and strengthen the impact of the Mental Health First Aider role, ensuring it is fully integrated into whole-school wellbeing and accessibility practices.	Headteacher	The school will have a Mental Health First Aider to support pupils' and staff's SEMH needs.

