



Equality and Accessibility Plan 2023 – 2026

Priority 1. To extend opportunities for all children to experience and develop an understanding of different cultures and main religions in modern Britain and develop an awareness of diversity within their own community.

Time Scale	Target	Personnel Responsible and Resources	Strategies	Success Criteria Outcomes	Impact	Monitoring Review and Actions
Short Term 23/24	To ensure that all children have opportunities to experience a range of festivals and celebrations from a variety of different cultures and main religions across the academic year	DHTs All staff	All children to experience at least 6 different festivals or celebrations from a variety of different cultures and main religions. Eg; Diwali Christmas Chinese New Year These experiences to be celebrated and shared on the website with parents and stakeholders.	1.Evidence seen in Nursery planning files. 2. Evidence in nursery floor books and on displays. 3.Variety of books and artefacts within the nursery environment. 4.Pupil / Parent feedback. 5.Evidence on website of festivals as they are celebrated.	Children are able to share and experience a variety of different festivals and celebrations and are able to talk about it at an age-appropriate level.	Ongoing monitoring throughout the year through planning and learning and environment walks. Parent and Pupil voice feedback. HT to monitor through overview of curriculum reports to Governing Body Curriculum and Standards Committee
Short Term	To audit and expand resources in all areas of nursery provision to embed and enhance	DHTs Environment Leads	Audit resources to ensure wide coverage of cultures, religion and diversity.	By end of Summer Term 2024 1.Full audit of resources completed, and gaps addressed.	Children are using a variety of artefacts, stories and roleplay opportunities to show recognition and	DHTs and Environment Leads Report to HT and all staff at Staff Meetings.

By Summer 24	opportunities and understanding of different cultures and main religions and diversity within the community.		Look at access to books, visuals and artefacts and the use of key visits to enhance the provision areas of the nursery. Assess how different cultures are incorporated into role play. Audit to include Environment and Learning Walks	2.A wide variety of resources are in place and visible across all nursery provision and children are accessing them as part of their daily diet. Visitors from different cultures are sharing their experiences with nursery children as part of the cultural curriculum.	understanding of different cultures, religions and diversity at an age-appropriate level.	Report to Governing Body Curriculum and Standards Committee
Long Term By Summer 2026	To develop all children's awareness and understanding of the wider community around them and the diversity within it.	DHTs SENDCo All staff.	Link visits with a variety of different communities within the area of Warrington Road Nursery to support children in recognising and developing relationships with a variety of different sections of the community.	1.Buddy link with local primary schools to build links with older pupils in preparation for school readiness. 2.Share celebrations such as Christmas with local Care Home to build awareness of older generations. 3.Develop play links with Brookfields Specialist SEND setting to build awareness of children with disabilities.	Children will begin to recognise different groups of people within their local community. They will be able to work and build positive relationships with others and show sensitivity to their own and others' needs.	Monitor feedback from link visits and pupil voice. Report to Governing Body Curriculum and Standards.

Priority 2: Ensure accessibility to the curriculum and environment for all children including pupils with Special Educational Needs and or a disability.

Time Scale	Target	Personnel Responsible and Resources	Strategies	Success Criteria Outcomes	Impact	Monitoring Review and Actions
Short Term 23/24	To ensure that all staff are competent in delivery to support individual pupils with communication needs and provide opportunities for all children to learn signs using Makaton	Key Makaton Lead All staff SENDCo SEND Support Service to support training needs.	Embed consistency of 'Sign of the Week' approach. Makaton Lead to introduce new sign and reinforce previous learning at weekly staff meetings. All staff to introduce and use known signs within class groups. Link to SEND Support Service for opportunities for training.	1.Evidence seen in Nursery planning files. 2. Staff confident using Makaton signs when delivering to children. 3.Children independently using signs within the nursery setting.	Pupils with speech, language and communication difficulties are visibly engaging in nursery and using Makaton signs meaningfully with staff and peers. Progress is good for pupils with SEND	Ongoing monitoring throughout the year through planning and learning and environment walks. SENDCo to monitor and report to Governing Body Curriculum and Standards Committee.
Medium Term By Summer 25	To audit and develop opportunities for outdoor learning.	DHTs Outdoor Lead SENDCo All Staff	Outdoor Lead DHT to audit outdoor provision. Outdoor Lead to develop training and annual plan for outdoor provision. Purchase extra resources.	By end of Summer Term 2025 1.Full audit of current provision and plan for development in place. 2.A wide variety of resources are in place and visible across all nursery outdoor provision and children are accessing them as part of their daily diet. 3. Staff training to develop staff confidence in delivering outdoor curriculum – seen in staff planning files	Pupils are engaging with a planned outdoor curriculum accessible to all to enhance skills and knowledge linked to key planning and learning.	DHTs and Environment Lead Report to HT and all staff at Staff Meetings. Report to Governing Body Curriculum and Standards Committee

	Embed and refine outdoor learning provision to make it accessible to all pupils. Ensure all staff confident in leading outdoor provision and activities		Weekly support from outdoor lead to model good practice and embed termly plans for outdoor learning which include a focus on sensory play activities to enhance support and engagement for pupils with SEND.	By Summer 2025 1.All staff show confidence in planning and leading outdoor provision evidence in planning files and learning walks. 2. Wider opportunities provide good progress in skills and learning for all pupils including pupils with SEND and sensory needs. Pupil Observations SEND Progress trackers.	All pupils confident in accessing outdoor provision and evidence of them independently developing skills and learning noted in individual learning journeys and floor books.	
Long Term By Summer 2026	To complete and embed Forest School education within the nursery setting with trained staff developing skills and creating the 'classroom without walls'	DHTs SENDCo All staff.	Forest School Training for key staff. Staff to attend leader training over year 24 -25 Development of nursery forest schools environment and curriculum. Staff meetings to share good practice with all staff. Development of links and sharing practice with feeder schools with Forest Schools accreditation	1.Improved confidence and independence for pupils. 2.Deeper empathy and understanding of the world of nature. 3. Improvement in physical and fine motor skills. 4.Develop learner resilience	Children have access to wide ranging and planned forest school skills to develop independence and life skills. Children will develop resilience and an insight into nature.	Forest School Leads to assess and develop curriculum sharing good practice with local forest schools group