Accessibility Plan – to be reviewed every 3 years
Reviewed October 2026, to be reviewed October 2029.

Everton Nursery School and Family Centre

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2015) states that children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision **additional to**, or otherwise **different from**, the educational provision normally available to children of the same age.

Everton Nursery School and Family Centre has adopted this accessibility plan in line with the school's special educational needs and disability policy with the aim of ensuring that: our school is socially and academically inclusive; that all children have access to a full and rich curriculum; and, that all children are appropriately challenged.

Our special educational needs and disability policy outlines the school's provision for supporting children with special educational needs and disabilities (SEND). The school's publication of equality information and objectives explains how we ensure equal opportunities for all our children, increased access to the curriculum, physical access to the school as well as access to information - particularly to children with identified SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support children with SEND.

This accessibility plan and the outcomes will be **evaluated every three years** to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

L. Curtis	**Headteacher**	**Date: ...October 2026**
E. Scott	**SENDCO**	**Date: ...October 2026**
R. Scully/J. Humphreys	**S.E.N.D Governor**	**Date: ..October 2026**

This policy will be reviewed and updated every three years and will therefore be reviewed in the Autumn Term of the 2028/29 academic year.