

The Rocking Horse Club

Accessibility Plan

Setting: The Rocking Horse Club

Age range: 0–3 years

Date adopted: October 2026

Review date: October 2029

Person responsible: Angela Woodward - Manager/Named SENCO

1. Introduction

The Rocking Horse Club is committed to providing an inclusive, welcoming and accessible environment where every child can participate fully in nursery life, regardless of disability, additional needs, developmental differences or individual circumstances.

We recognise that children aged 0–3 years develop at different rates and may have a wide range of physical, sensory, communication, social, emotional and developmental needs.

Our approach is based on the principle that barriers to learning and participation should be identified and reduced wherever reasonably possible. We will make appropriate adjustments to our environment, routines, activities, communication and practice to ensure that all children can access and enjoy the opportunities available at the nursery.

This Accessibility Plan should be read alongside our:

- Special Educational Needs and Disability (SEND) Policy
- Equality and Inclusion Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Health and Safety Policy
- Emergency Evacuation Procedures
- Intimate Care Policy
- Supporting Children with Medical Needs Policy

2. Aims

Our Accessibility Plan aims to:

1. Ensure that all children can access the nursery environment as fully as possible.
2. Identify and remove or reduce barriers to participation.
3. Support children with disabilities and additional needs to take part in play, learning, routines and social experiences.
4. Adapt activities and resources to meet individual children's needs.
5. Support children's communication and understanding.
6. Work closely with parents/carers and relevant professionals.

7. Ensure staff have the knowledge, confidence and training required to support individual needs.
8. Promote children's independence and sense of belonging.
9. Ensure reasonable adjustments are considered where appropriate.
10. Review accessibility regularly and respond to changing needs.

3. Our Approach to Inclusion

We recognise that accessibility is not limited to physical access.

For children aged 0–3, barriers may relate to:

- mobility and physical development
- hearing or vision
- speech, language and communication
- sensory processing
- social and emotional development
- developmental delay
- medical needs
- toileting and intimate care
- feeding and eating
- sleep and rest
- transitions and changes in routine
- understanding instructions
- unfamiliar environments or people
- noise, lighting or other sensory stimuli.

Staff will consider the individual child rather than making assumptions based on a diagnosis or identified need.

4. Physical and Environmental Accessibility

The nursery will aim to ensure that children can move around and access appropriate areas of the setting safely.

This may include:

- Keeping walkways, doorways and activity areas clear.
- Providing appropriate floor space for children who crawl, roll, use mobility equipment or require additional space.
- Considering the height and accessibility of furniture and resources.
- Providing suitable seating and positioning where required.
- Checking that children can safely access indoor and outdoor play areas.
- Providing appropriate changing and intimate-care arrangements.
- Considering accessibility when purchasing new furniture and equipment.
- Making reasonable adjustments to the layout where an individual child's needs require them.
- Ensuring outdoor activities are adapted where necessary.
- Considering access to quiet or low-stimulation spaces.

The nursery will regularly assess whether the physical environment creates barriers for any child.

5. Communication and Language

We recognise that children aged 0–3 communicate in many different ways.

Staff will support communication through:

- Clear, simple language.
- Visual cues and photographs where appropriate.
- Objects of reference where appropriate.
- Gestures, signing or other communication systems where required.
- Giving children additional time to respond.
- Repeating and reinforcing key information.
- Using consistent language between home and nursery where possible.
- Following advice from speech and language or other relevant professionals.
- Observing children's non-verbal communication, including facial expressions, gestures and behaviour.
- Supporting children to express choices and preferences.

Children will not be excluded from activities because they communicate differently.

6. Sensory Accessibility

Some children may be particularly sensitive or under-responsive to sound, light, touch, movement, smells or other sensory experiences.

Staff will observe individual children and identify potential sensory barriers.

Where appropriate, the nursery may:

- Provide a quieter area for children who become overwhelmed.
- Reduce unnecessary background noise.
- Consider lighting and visual stimulation.
- Give children warnings before loud or unexpected sounds.
- Offer alternative ways to participate in messy or tactile activities.
- Allow children additional time to explore unfamiliar sensory experiences.
- Provide opportunities for movement and physical activity.
- Follow individual sensory recommendations from parents/carers or professionals.
- Avoid forcing children to participate in activities that cause significant distress and instead seek appropriate alternatives.

7. Access to Play and Learning

All children should have meaningful opportunities to play, explore and learn.

Staff will adapt activities by considering:

- The child's developmental stage.
- Their interests and strengths.
- Their physical abilities.
- Their communication needs.
- Their sensory preferences.
- The level of adult support required.
- The positioning of resources.
- The length and complexity of an activity.
- Alternative ways of completing an activity.

For example, a child who cannot easily manipulate a particular resource may be offered an adapted resource or additional support rather than being prevented from participating.

The focus will be on **what the child can do and how we can enable further participation.**

8. Individual Accessibility and Support Plans

Where a child has significant or ongoing accessibility needs, the nursery may develop an individual plan in partnership with parents/carers and relevant professionals.

The plan may include:

- The child's strengths and interests.
- Identified barriers.
- Communication preferences.
- Physical access requirements.
- Sensory needs.
- Equipment required.
- Personal care requirements.
- Feeding requirements.
- Medical needs.
- Staffing or supervision requirements.
- Strategies that support the child.
- Emergency arrangements.
- Professional recommendations.
- Review dates.

Parents/carers will be involved in decisions about their child's support wherever possible.

9. Personal Care, Toileting and Feeding

The nursery will promote dignity, privacy, independence and inclusion when supporting personal care.

Staff will:

- Follow the child's individual care requirements.
- Communicate with parents/carers regarding routines and preferences.
- Encourage children to participate in their own care where developmentally appropriate.
- Make reasonable adjustments where physical or developmental needs affect personal care.
- Follow appropriate infection-control and safeguarding procedures.
- Ensure staff are appropriately trained where specialist care is required.

For children with feeding difficulties, allergies, medical needs or specific dietary requirements, appropriate information and risk assessments will be agreed with parents/carers and relevant professionals.

10. Transitions and Routines

Transitions can be particularly challenging for some babies and toddlers.

The nursery will support children by:

- Using consistent routines.
- Providing warnings before changes where appropriate.
- Using visual or other cues.
- Preparing children for new rooms, staff or routines.
- Sharing information with parents/carers.
- Providing additional adult support where necessary.
- Gradually introducing unfamiliar environments or activities.
- Sharing relevant information when children move between rooms or settings.

11. Staff Training

The nursery will identify staff training needs relating to accessibility and inclusion.

Training may include:

- SEND awareness.
- Supporting communication and language.
- Understanding sensory needs.
- Supporting children with physical disabilities.
- Makaton or other communication approaches where appropriate.
- Supporting children with medical needs.
- Manual handling where required.
- Safe moving and positioning.
- Emergency evacuation procedures.
- Equality, diversity and inclusion.
- Supporting children's emotional regulation.

Training needs will be reviewed when a child's circumstances change or when professional advice identifies a need for additional staff knowledge.

12. Working with Parents and Professionals

We value parents/carers as important partners in understanding their child's needs.

Where appropriate, we will work with:

- Parents and carers
- Health visitors
- Early years inclusion/SEND teams
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Paediatricians
- Other relevant professionals.

Information will be shared appropriately and in accordance with safeguarding, confidentiality and data-protection requirements.

13. Emergency Evacuation

The nursery will ensure that children with additional physical, sensory, communication or medical needs are considered within emergency evacuation arrangements.

Where required, an individual emergency evacuation plan will be developed.

This will identify:

- The child's needs.
- The safest evacuation route.
- Any equipment required.
- Adults responsible for supporting the child.
- Alternative arrangements if the usual route is unavailable.
- Relevant staff training requirements.

Emergency procedures will be reviewed regularly and following any significant change in the child's needs.

14. Accessibility Action Plan

Physical Environment

Objective	Actions	Person Responsible	Timescale	Success Criteria
Improve accessibility of indoor learning areas	Review layout to ensure clear accessible movement around the setting	RHC Manager Senior Practitioners	Ongoing at environment checks	Children with mobility needs move safely and independently

Develop sensory-friendly environments	Introduce quiet areas, sensory circuits and sensory resources to support regulation	SEND SENDCO Support Workers	Within 12 months	Children with sensory needs use calm spaces effectively
Improve accessibility of outdoor play	Review outdoor resources and layout to ensure inclusive play opportunities	RHC Manager Senior Practitioners	Termly	All children participate in outdoor activities

Curriculum

Objective	Actions	Person Responsible	Timescale	Success Criteria
Increase participation for all children in learning activities	Adapt activities to meet individual needs and provide differentiated resources	SEND Key Persons	Ongoing	All children participate in activities
Improve staff confidence in inclusive teaching	Provide regular training and support on SEND training, inclusion and intervention strategies	SEND	Ongoing	Staff demonstrate effective inclusive practice
Strengthen early identification of additional needs	Use observations, assessments, the graduated approach and communication with parents to identify support needs early	SEND Key Persons	Ongoing	Children receive timely support plans based on individual needs
Increase access to communication support	Introduce objects of reference, Makaton, now and next, visual	SEND Key Persons	Within 12 months	Children with communication needs understand routines and expectations

	timetable and communication / choice boards			
Improve outcomes for disadvantaged children (EYPP)	Use EYPP funding for targeted support for language development and small group work	RHC Manager SENDCO Support Worker	Reviewed Termly	EYPP children demonstrate improved developmental progress

Access to Information

Objective	Actions	Person Responsible	Timescale	Success Criteria
Improve communication support for children with communication needs	Objects of reference, Makaton, now and next, visual timetable, communication / choice boards and gesture-based communication is visible throughout	SENDCO SENDCO Support Worker	Ongoing	Children better understand routines and instructions
Improve accessibility of information for parents	Provide translated information or interpreter support if available	RHC Manager	Ongoing	Parents can access nursery information
Ensure support plans are clearly communicated	Share written plans and hold regular review meetings with parents/carers	SENDCO Key Person	Termly	Parents feel informed and involved in decision making

15. Monitoring and Review

The Accessibility Plan will be reviewed every three years and sooner if there is a significant change in the needs of a child or the nursery environment.

The review will consider:

- Whether planned actions have been completed.
- Whether children are able to participate fully.
- Feedback from children where developmentally appropriate.
- Feedback from parents/carers.
- Feedback from staff.
- Advice from relevant professionals.
- Any changes to the nursery environment.
- New equipment or resources required.
- Staff training needs.
- Any incidents or concerns relating to accessibility.

The plan will be updated as necessary to ensure that it remains relevant and effective.

16. Commitment

The Rocking Horse Club is committed to creating an environment in which every child is valued, respected and supported to reach their potential.

We recognise that accessibility is an ongoing process. We will continue to identify barriers, make appropriate adjustments and work collaboratively with families and professionals to ensure that children aged 0–3 can participate safely and meaningfully in nursery life.

Signed: *A. Woodward*

RHC Manager: Angela Woodward

Date: 07/10/2026