



Accessibility Plan

Document History	
Created or reviewed:	October 2023
Reviewing officer:	Headteacher/SLT
Review frequency:	Annually
Review date:	October 2024

Version Control			
Version	Date	Notes or amendments	Approval
0.1	01/09/2021	Initial draft	FGB
1.0	Autumn 2018	First Published	FGB
2.0	Autumn 2020	Annual Review	FGB
3.0	Autumn 2022	Annual Review	FGB
4.0	October 2023	Annual Review	FGB

Accessibility Plan

Purpose of the Plan

The purpose of this plan is to show how Brougham Street Nursery School intends, over time, to increase the accessibility of our school and Childcare for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Brougham Street Nursery School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders

we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The school is a shared Skipton Children's Center building which has a lift, disabled facilities and toilets. Wheelchair access is available into the main building and into and out of each of the rooms. All areas of the school grounds are now accessible to wheelchair users, although an area onto the Lookout Tower in the Nursery outdoor area may give restricted access unless accompanied by an adult due to the initial step onto the pathway which is otherwise wheelchair friendly with a soft surface.. A separate Hygiene suite is available in the Nursery Classroom, this includes an electric changing table and sink. Rails are provided to the decking slope and access to the outdoor area is via a graded wheelchair ramp and is used at all times by all pupils. The provision is open-plan with furniture that is largely flexible, wheeled and can be easily re-positioned to support access for individuals with specific needs. All classroom entry doors have door security systems and Disabled Entry buttons but because of the age of pupils these have been raised and high handles have been installed to prevent pupils exiting the building independently, should the need arise they can be easily reverted. The building is accessed via a Reception office which is staffed throughout Children's Center opening hours and at other times via a press button intercom.

The Current Range of Disabilities within Brougham Street Nursery School

The school has children with a range of disabilities which include high, moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

- We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is recorded. LA Med 1 and Med 2 forms are completed with parents prior to admission or as soon as the condition is diagnosed.
- Where specific additional training is required e.g. Epi-pen training for severe allergic reactions this is undertaken by all relevant staff prior to admission of the child into school. A Health Care Plan would also be completed in liaison with relevant medical professionals and parents and this would be approved by North Yorkshire Insurance services before the child begins attending school.
- All medication is kept in a safe and secure place which has easy access for First Aiders and staff members. All medication that is given is recorded and parents informed at the end of each session
- We have many competent First Aiders who hold current Paediatric First Aid and Emergency First Aid certificates and three staff have full First Aid at Work qualifications

Brougham Street Nursery School
Accessibility Plan 2023 -24

Targets	Strategies	Outcome	Timeframe
Equality and Inclusion			
To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation.	Annually
To improve staff awareness of disability issues and continued development of our inclusion team	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going
Physical Environment			
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the outdoor areas to ensure access.	On-going
To ensure that our school is physically accessible to all members of the school community.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	The school will be more accessible.	On-going

Targets	Strategies	Outcome	Timeframe
Curriculum			
To continue to train support staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for all staff as needed.	All staff are able to enable all children to access the curriculum.	On-going
To ensure that all children are able to access all out-of-school activities. E.g. Breakfast, lunch, activity and Tea clubs and trips.	Review and monitor extended school provision to ensure compliance with legislation. Provide training and supervision for any play leaders and volunteers.	All extended school provision complies with legislation to ensure that the needs of all children are met.	On-going
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each age group and provide equipment as needed.	Children will develop independent learning skills.	Reviewed termly by SENCo
Written/Other Information			
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed
To ensure that parents who are unable to attend school, because of a disability, to access meetings.	Staff to hold parent meetings by phone or via video call, Home visit or send home written information.	Parents are informed of children's progress.	Termly