



Aims and objectives

All schools are required to under the Equality Act 2010 to have an Accessibility Plan.

The purpose of the plan is to:

- Increase the extent to which children with disabilities can access and participate in the curriculum
- Improve the physical environment to enable children with disabilities to take advantage of the education, benefits, facilities and services that are provided
- Improve the availability of accessible information for all children and their families Legislation and guidance

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. has a commitment to providing an environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. 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.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Contextual Information:

Our Nursery school was rebuilt in 2012. It 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. A separate Hygiene suite is available in the Nursery classroom/s, this includes an electric changing table and sink. 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 at all times by a member of Brougham Street Nursery School staff.

Targets	Strategies	Outcome	Timeframe
Equality and Inclusion			
To improve staff awareness of disability issues and continued development of what this looks like in our inclusive practice.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Ongoing
To improve parental/ carer awareness of disability within our setting in order to target to social stigmatisation.	Draw parent/ carers attention to our SEN/D policy and inclusive practice during their first look around The Wharf/ new parent meetings. Highlight achievement/ progress/ provision for disabled pupils at all opportunities – newsletter/ Wow wall/ Tapestry etc.	Ensure that children, parents and carers don't feel marginalised within our school community.	
To ensure 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 ensure all policies consider the implications of access for those with a disability.	Consider during the review of policies.	Policies reflect current legislation,	Ongoing

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 support children in accessing the curriculum.	Ongoing
To ensure that all children are able to access all out of school activities/ enhancements e.g. yoga club, lunch, trips, visitors to Nursery.	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 the children are met.	Ongoing
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.
Other information			
To ensure that all parents and others members of the school community can access information.	Written information will be provided in alternative formats as necessary.	All stakeholders will be able to access information.	As needed.
To ensure that parents who are unable to attend school, because of a disability to access meetings.	Staff to hold meetings / initial visits via video call	Parents remain aware of children's progress and remain an integral part of it.	Termly.