



Brougham Street Community Nursery School Accessibility Plan

Document History	
Created or reviewed:	March 2026
Reviewing officer:	Headteacher/SLT
Review frequency:	Annually
Review date:	March 2027

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 pupils with disabilities.

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 pupils who have a disability, their families and any relevant outside agencies in order to remove and reduce any potential barriers to learning, which may put them at a disadvantage, but allows them to learn, achieve and participate fully in nursery school life.

Here at Brougham Street we are active in promoting positive attitudes to people with a disability in the school and in planning to increase access to education for pupils with a disability. 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

Our Nursery 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.

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 at all times by a member of Brougham Street Nursery School staff.

The Current Range of Disabilities within Brougham Street Nursery School

Here at Brougham Street we have children who have a range of disabilities which include high, moderate and specific learning difficulties.

When children enter our nursery school with specific disabilities, we have a very robust procedure whereby our SENCO Karen Daggett carries out an observation within the nursery classroom, she also meets with the child's family and contacts the LA professionals for assessments, support and guidance for both Nursery School and to support the child's parents.

- We have a number of children who have allergies here at Brougham Street. There are clear procedures LA Med 1 and Med 2 forms are completed with parents prior to admission or as soon as the condition is diagnosed. There are clear allergy information documents around Nursery School.
- 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 competent First Aiders all who hold current Paediatric First Aid and Emergency First Aid certificates and two staff have full First Aid at Work qualifications

Brougham Street Nursery School
Accessibility Plan 2026-2027

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 access for those with a disability.	Consider during review of policies.	Policies reflect current legislation.	On-going
Physical Environment			
To ensure that all areas of the nursery school buildings and the grounds are accessible for all children and adults and that we continue to improve access to the nursery school's physical environment for all.	Audit of accessibility of nursery 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 throughout Autumn 2 and Spring 1 2024-25
To ensure that our nursery school is physically accessible to all members of the nursery school community.	Audit of accessibility of nursery school buildings and grounds by Governors.	The nursery school will be more accessible.	On-going

	Suggest actions and implement as budget allows.		
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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