



Sandbank and Valley Nursery Schools Federation

Accessibility Plan



2023 - 2025

Accessibility Plan

Purpose of the Plan

The purpose of this plan is to show how both Sandbank and Valley Nursery Schools intends, over time, to increase the accessibility of our school 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

In line with the Equalities Act 2010, Disability Discrimination Act (DDA) 2002,1995. It is a requirement that the school's accessibility plan is resourced, implemented, 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 of the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which 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, which includes improvements to the physical environment of the school and physical aids to access education.

Sandbank and Valley Nursery Schools Federation 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 parental discussions.

Contextual Information

Sandbank Nursery School: The school is a single storey building comprising of large classrooms within two main buildings. There is a large hall and two large playgrounds and one forest area. There is level access to the front door and all entrance doors in and out of the school are level or with ramps. In the Nursery there are three disabled toilets. Accessible doors are on the front and the back of the school. All doors have wide access. All reasonable adjustments would be made for a child with additional accessibility requirements should it be necessary.

Valley Nursery School: The school is a single storey building comprising of three large rooms, an extension of two smaller rooms and three large playgrounds. There is a ramp up to the school entrance. There is a ramp to the two year old provision and both step and ramp access to the playground. In the Nursery there is a disabled toilet, portable hoist and accessible changing bed. Accessible doors are on the front and the back of the school. We have a disabled parking bay located near the front entrance. All doors have wide access. All reasonable adjustments would be made for a child with additional accessibility requirements should it be necessary.

The Current Range of Disabilities within the Federation

Sandbank and Valley Nursery schools both have children with a range of disabilities which include Autistic Spectrum Disorder, Global Developmental Delay, Physical Neurological Impairment, Medical Needs and Speech Language and Communication Difficulties.

When children enter school with specific disabilities, the school contacts the local authority professionals for assessments, support and guidance for the school and parents. Staff receive regular training and support to meet these diverse needs. We have a few children who have asthma, allergies and food intolerances. All staff are aware of these children. Inhalers and Epi-pens are kept in labelled bags and are stored out of reach of the pupils and a record of use is noted. All medical information is collated and available to staff. All staff are First Aid trained and hold current Paediatric First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. Any medication that is given must be that which is

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prescribed by a *GP* and essential to the child. If administered in school, it is recorded.
Admission of feeding via nasal tube or peg are recorded and signed.



Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the accessibility plan is regularly discussed at Governing Body meetings	Including in regular agenda	Adherence to legislation	Annually	
To improve staff awareness of disability issues Review staff training needs.	Provide training for members of the school community as appropriate	Whole school community are aware of all 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	
To ensure that any child recovering from serious medical condition has minimal risk of contracting infections while in school	Parents to be reminded of the need to inform the school about infections	School is informed by parents of any infections	On-going	
Physical Environment				
To ensure that, where possible, buildings and grounds are accessible for all children and adults	Audit of accessibility to building and grounds to be carried out. Suggest actions as budget allows	Modifications made as appropriate	On-going	
Additional	Audit of the	Modifications	On-going	



resourced room available to support children with high level of need	best use of facilities	made as appropriate		
Curriculum				
To continue to train 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/support as appropriate	Staff can enable all children to access the curriculum	On-going	
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children across the Nursery and where appropriate provide equipment as needed	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	Annually	
Written / other information				
To ensure that all parents and other members of school community can access information	Written information will be provided in other formats as necessary e.g. large print, coloured paper Where necessary support will be given to parents who cannot access the written content	Written information will be provided in other formats as necessary e.g. large print, coloured paper	As needed	