



## **Brookhill Accessibility Plan**

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### Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of **Brookhill Nursery School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed at least every 3 years to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

## 1.Improving Access to the Curriculum

Target	Strategy	Outcome	Responsibility	Time-Frame	Achievement
<u>Classrooms are optimally organised to promote the participation and independence of children with SEN and disabilities.</u> <del>Classrooms are optimally organised to promote the participation and independence of children with SEN and disabilities</del>	<u>Review regularly the layout of furniture and equipment to support learning and independence.</u> <del>Review regularly the layout of furniture and equipment to support learning and independence.</del>	<u>Children with disabilities are included fully in all opportunities.</u> <del>Children with disabilities are included fully in all opportunities</del>	<u>All staff</u> <del>All staff</del>	<u>Ongoing</u> <del>Ongoing</del>	<u>Enable access to the EYFS and increase independence for children with disabilities.</u> <del>Enable access to the EYFS and increase independence for children with disabilities</del>
<u>Visual and concrete supports are used to aid understanding and independence for all pupils, including those with SEN and disabilities.</u> <del>Visual and concrete supports are used to aid understanding and independence for all pupils, including those with SEN and disabilities</del>	<u>Use of visual timetables, prompts, schedules, objects of reference, Numicon etc. to promote understanding and independence from adults, and reduce anxiety where required.</u> <del>Use of visual timetables, prompts, schedules, objects of reference, Numicon etc. to promote understanding and independence from</del>	<u>Visual and concrete supports routinely used within class and as an integral part of nursery sessions.</u> <del>Visual and concrete supports routinely used within class and as an integral part of nursery sessions</del>	<u>SENCO and all staff</u> <del>SENCO and all staff</del>	<u>Ongoing</u> <del>Ongoing</del>	<u>Children with disabilities are supported in their understanding and independence without having to rely exclusively on adult.</u> <del>Children with disabilities are supported in their understanding and independence without having to rely exclusively on adult</del>

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	adults, and reduce anxiety where required				
<u>Increase governor awareness of issues relating to disability.</u> <del>Increase governor awareness of issues relating to disability</del>	<u>Governors to be aware of their responsibilities with regards to disability and ensure all statutory requirements are met</u> <del>Governor with responsibility for SEND to meet SENCo at least twice a year. SEND report to governors at least annually. Governors to be aware of their responsibilities with regards to disability and ensure all statutory requirements are met</del> <u>Governor with responsibility for SEND to meet SENCo at least twice a year. SEND report to governors at least annually</u>	<u>Governing body fulfils its statutory duties and requirements. SEND governor has overview of provision school is making for children / staff with disabilities and is aware of particular issues / needs pertinent to current cohort.</u> <del>Governing body fulfils its statutory duties and requirements SEND governor has overview of provision school is making for children / staff with disabilities and is aware of particular issues / needs pertinent to current cohort</del>	<u>SENCO/ Head teacher/SEND governor</u> <del>SENCO/ Head teacher/SEND governor</del>	<u>Ongoing</u> <del>Ongoing</del>	<u>All statutory responsibilities are met.</u> <del>All statutory responsibilities are met</del>
<u>Increase and revisit</u>	<u>Review the specific</u>	<u>Teachers are aware</u>	<u>All staff/ SENCO/All</u>	<u>Annually via Annual</u>	<u>Pupils with</u>

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<u>staff knowledge and understanding about a variety of disabilities, and their impact on the child.</u> <del>Increase and revisit staff knowledge and understanding about a variety of disabilities, and their impact on the child</del>	<u>needs for any pupils who join with disabilities and / or complex medical conditions, at least annually or as required. Additional training for low incidence needs as required, e.g. managing the needs of children with complex medical conditions.</u> <del>Review the specific needs for any pupils who join with disabilities and / or complex medical conditions, at least annually or as required. Additional training for low incidence needs as required, e.g. managing the needs of children with complex medical conditions</del>	<u>of needs / issues and make reasonable adjustments to ensure that disabled pupils are able to access to learning. Needs are discussed in daily evaluations and half termly child awareness meetings.</u> <del>Teachers are aware of needs / issues and make reasonable adjustments to ensure that disabled pupils are able to access to learning. Needs are discussed in daily evaluations and half termly child awareness meetings.</del>	<u>staff/ SENCO</u>	<u>Reviews / Care Plan reviews/Termly SEN plan reviews or as required.</u> <del>Annually via Annual Reviews/ Care Plan reviews/SEN plan reviews or as required</del>	<u>disabilities make at least expected progress in line with their academic abilities.</u> <del>Pupils with disabilities make at least expected progress in line with their academic abilities</del>
<u>Increase the awareness of class based staff in identifying and</u>	<u>Use of assessment tools (with support of SLT, SENCO and Learning Mentor) to</u>	<u>Staff are able to identify children who may have a disability, e.g. hearing</u>	<u>All staff / SENCO/All staff /Inclusion Manager</u>	<u>OngoingOngoing</u>	<u>Staff have an understanding of what children with specific disabilities</u>

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<p><u>responding to pupils who may have SEN or may have disabilities.</u> Increase the awareness of class based staff in identifying and responding to pupils who may have SEN or may have disabilities</p>	<p><u>gather evidence about children where a disability is suspected. As required, monitor impact of intervention / support on outcomes.</u> Use of assessment tools (with support of SLT, SENCO and Learning Mentor) to gather evidence about children where a disability is suspected. As required, monitor impact of intervention / support on outcomes</p>	<p><u>impairment, and put into place simple strategies to support child within class and other school settings in a timely manner.</u> Provision in classes adheres to the expectations set out in the Local Offer for Barnet relating to the needs of each individual pupil with a disability. Staff are able to identify children who may have a disability, e.g. hearing impairment, and put into place simple strategies to support child within class and other school settings in a timely manner. Provision in classes adheres to the expectations set out in the Local Offer for Barnet relating to the needs of each individual pupil with a disability</p>			<p><u>are likely to require</u> Children who may have a previously undetected disability are identified and appropriate support put in place quickly. Staff have an understanding of what children with specific disabilities are likely to require Children who may have a previously undetected disability are identified and appropriate support put in place quickly</p>
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<p><u>All out of school activities, e.g. trips, experiences are planned to enable, where reasonable, the participation of all pupils.</u></p> <p><u>All out of school activities, e.g. trips, experiences are planned to enable, where reasonable, the participation of all pupils</u></p>	<p><u>Planning and risk assessments take into account accessibility issues and comply with legislation.</u></p> <p><u>Reasonable adjustments are made.</u></p> <p><u>Planning and risk assessments take into account accessibility issues and comply with legislation.</u></p> <p><u>Reasonable adjustments are made.</u></p>	<p><u>More pupils with disabilities will access out of school activities.</u></p> <p><u>More pupils with disabilities will access out of school activities</u></p>	<p><u>All staff/ SENCO</u></p> <p><u>All staff/ SENCO</u></p>	<p><u>Ongoing</u></p> <p><u>Ongoing</u></p>	<p><u>Increase in access to out of school activities for any and all disabled pupils.</u></p> <p><u>Increase in access to out of school activities for any and all disabled pupils</u></p>
<p><u>Develop awareness of autism and related dispositions.</u></p> <p><u>Develop awareness of autism and related dispositions.</u></p>	<p><u>SENCO to support staff in identifying and meeting the needs of pupils on the autism spectrum.</u></p> <p><u>SENCO to support staff in identifying and meeting the needs of pupils on the autism spectrum</u></p>	<p><u>Pupils with autism are supported to regulate their emotional and sensory needs to increase their ability to access learning and support the development of social interaction skills.</u></p> <p><u>Pupils with autism are supported to regulate their</u></p>	<p><u>SENCO / all staff</u></p> <p><u>SENCO / all staff</u></p>	<p><u>Ongoing</u></p> <p><u>Ongoing</u></p>	<p><u>Pupils with autism, or who may be on the spectrum, make at least expected progress in line with their academic abilities.</u></p> <p><u>Pupils with autism, or who may be on the spectrum, make good progress in line with their</u></p>

		emotional and sensory needs to increase their ability to access learning and support the development of social interaction skills			particular profile
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## 2. Making Information More Accessible

Target	Strategy	Outcome	Responsibility	Time-Frame	Achievement
<u>Make available school policies, school newsletters and other information for parents in alternative formats when specifically requested by parents. Make available school policies, school newsletters and other information for parents in alternative</u>	<u>Home visits identify individual family needs– at this point help can be offered to those parents who find it hard to understand forms and alternative formats can be sought. Home visits identify individual family needs—at this point help can be offered to those</u>	<u>School will be able to provide written information in different formats when requested for individual purposes. School will be able to provide written information in different formats when requested for individual purposes</u>	<u>Key people/ Office/SLT at show around</u> <u>Key people/ Office/SLT at show around</u>	<u>Ongoing</u> <u>Ongoing</u>	<u>Information to parents / carers with disabilities is more accessible. Information to parents / carers with disabilities is more accessible</u>

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formats when specifically requested by parents	parents who find it hard to understand forms and alternative formats can be sought.				
<u>Visual supports are used to aid understanding and independence for all pupils, including those with disabilities.</u> <del>Visual supports are used to aid understanding and independence for all pupils, including those with disabilities</del>	<u>Use of visual timetables, prompts, objects etc. to promote independence from adults, reduce anxiety and make expectations clear</u> <del>Use of visual timetables, prompts, objects etc. to promote independence from adults, reduce anxiety and make expectations clear</del>	<u>All pupils less anxious and independent.</u> <del>All pupils less anxious and independent</del>	<u>All staff</u> <del>All staff</del>	<u>Ongoing</u> <del>Ongoing</del>	<u>Children will be more independent and in control of their own learning.</u> <del>Children will be more independent and in control of their own learning</del>

### 3. Improving the Physical Access

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Identified issue	Action required	Timescale	Person responsible
<u>Children with additional needs may require additional support during fire evacuation.</u> <del>Children with additional needs may require additional support during fire evacuation.</del>	<u>Review personal emergency evacuation plans. Children are supported by key staff.</u> <del>Review personal fire evacuation plans. Children are supported by key staff</del>	<u>Ongoing</u> <del>Ongoing</del>	<u>SENCO / Key person / SLT</u>
<u>Coats falling on floor in corridors which impede access.</u> <del>Coats falling on floor in corridors which impede access</del>	<u>Classes/all staff/children to take responsibility for own areas of the school and keep them tidy.</u> <del>Classes/all staff/children to take responsibility for own areas of the school and keep them tidy</del>	<u>Ongoing</u> <del>Ongoing</del>	<u>All staff / Children</u>
<u>School entrance/paths around the school</u> <del>School entrance/paths around the school</del>	<u>Ensuring these are hazard-free, e.g. of leaves, litter and ice Regular inspection of surfaces and school grounds.</u> <del>Ensuring these are hazard-free, e.g. of leaves, litter and ice Regular inspection of surfaces and school grounds</del>	<u>Ongoing</u> <del>Ongoing</del>	<u>Site supervisor, SLT, Office staff, class staff</u> <del>Site supervisor, SLT, Office staff, class staff</del>
<u>Access to buildings</u> <del>Access to buildings</del>	<u>Office staff and class staff to be aware of high handles on doors and support wheel chair users to access.</u> <u>Steps to the outside area – class</u>	<u>Ongoing</u> <del>Ongoing</del>	<u>Office Staff, SLT, Site supervisor</u> <del>Office Staff, SLT,</del>

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	<u>staff to be aware of this and SLT to make reasonable adjustments where necessary to ensure all adults and children can go outside into the garden. Step edges are painted and hand rails added if needed.</u>		
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