



Caverstede Nursery School

Accessibility Plan 2026 - 2029

Statutory policy – to be reviewed every 3 years

Reviewed and agreed at Children's Welfare and Equalities committee 10/02/2026

Review Due: 2029

Purpose of the Plan

The purpose of this plan is to show how Caverstede Nursery School maintains the accessibility of our school for disabled users.

Definition of Disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on them or their ability to carry out normal day-to-day activities

Legal background

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, paragraph 3 relating to Disability, of the Equality Act 2010. The effect of the law is that "schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation". School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This plan sets out the proposals of the Governing Board of the school to enable access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act DDA:

- Ensuring access for disabled pupils to 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)
- Ensuring access to the physical environment of schools (this includes adjustments to the physical environment of the school and physical aids to access education)
- Adjusting the delivery of written information for disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents'/carers' preferred formats and be made available within a reasonable timeframe).

Contextual Information

The school is a one storey building which has disabled toilets. Wheelchair access is available into the main entrance and from the car park. There is disabled parking in front of the school. All areas of the school grounds are accessible to wheelchair users.

The current range of disabilities within Caverstede Nursery School

We recognise different forms of disability and involve specialist teams where necessary i.e. Visual Impaired Team, Sensory Support Team, Autism Team. We have access to the School Nurse team to provide support and training where necessary.

The school has children with a range of disabilities which include moderate, profound and multiple difficulties. When children enter school with specific disabilities, the school contacts the Local Authority [LA] professionals for assessments, support and guidance for the school and parents/carers.

We have a number of children who have medical conditions i.e. asthma and all contact staff are aware of these children.

We have competent Paediatric First Aiders who hold current First Aid certificates The majority of the staff hold Paediatric First Aid and First Aid at Work Qualifications.

All medication is kept in either a designated red grab bag, inside the cupboard in the class bathroom or refrigerated medication in the fridge in the main office, providing easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the medication, amount and time of medication. All medication that is given is recorded and witnessed. For further guidance and information, please refer to our Medicines Policy.

Access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. Within our inclusive classes we aim to meet every child's needs. The needs of each child/family are considered and we then take an individual approach to support their access to the School from staff and all professionals involved.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

Access to the physical environment of the school

We have a wide range of equipment and resources available for daily use. We keep resource provision under constant review. Resources will be provided, where possible, when a pupil's specific needs are known.

We work closely with the Physiotherapy and Occupational Health teams to provide support and resources as required.

Actions

Target	Strategies	Time-scale	Responsibility	outcome
Equality and Inclusion				
Continually improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	On-going	Core Team	Appropriate school community aware of issues.
Continually ensure that all policies consider the implications of disability access.	Consider as appropriate during review of policies.	On-going	Core Team/ Governors	Policies reflect current legislation.
Curriculum				
Ensure classroom support staff have specific training on	Be aware of staff training needs	As required	Inclusion Manager &	Raised confidence of support staff

medical procedures relevant to the current cohort	Staff access appropriate CPD		Assistant Classroom SENCOs	
Ensure all staff are aware of children with disabilities curriculum access	Individual healthcare plans are put in place for pupils with disabilities when required Information sharing with relevant agencies involved with child	On-going	Inclusion Manager & Assistant Classroom SENCOs	All relevant staff aware of relevant information of the child's individual needs
Resources are available, appropriate and accessible	Resources are sourced and purchased with all abilities and stages of development considered. Experiences are adapted to ensure access – e.g. resources taken to the child	On-going	Senior Teacher/ Inclusion Manager & Assistant	Where possible all children have access to appropriate resources
Specialist resources	E.g. Visual timetables used with classrooms Symbols and signing used in the School Reviewed dependant on specific children e.g. Braille for VI / Hearing Loop/Soundfield System for HI	On-going	Inclusion Manager & Assistant	All children have equitable access to the curriculum
Use ICT software to support learning	Make sure software is installed where needed	As required	Senior Teacher/ Inclusion Manager & Assistant/ Business Manager	Equitable SEN resources in classrooms
All children have opportunities to access educational visits	Ensure each venue is vetted for appropriateness (Educational Visits risk assessments) Individual Risk Assessments may be completed to support children to access visits	As required	Educational Visits Coordinator [EVC]	All pupils in school able to access educational visits and take part in appropriate activities
Review Woodland Garden to ensure accessible to all	Environmental Dynamic Risk Assessment completed prior / during activity	As required	Senior Teacher/Teachers/	All to have access to Woodland Garden and able to participate in appropriate Forest School activities
Physical environment				

To ensure that the school buildings and grounds are accessible for all children and adults.	Audit of accessibility of school buildings and grounds during Health & Safety [H&S] site tour. E.g. <ul style="list-style-type: none"> - access to doorbell - opening doors - coded access - fob access 	As required	Head Teacher/ H&S Chair / H&S team / H&S Governor/ Business Manager	Modifications will be made to the school building where and when necessary.
Layout of school to allow access for all pupils to all appropriate areas	Consider needs of pupils, parents/carers or visitors with disabilities when considering any redesign	As required	Head Teacher/ Governors/ Business Manager/ Property Surveyor	Re-designed buildings are usable by all
Ensure access to reception area to all	Consider access to reception area during any re-design	As required	Head Teacher/ Governors/ Business Manager/ Property Surveyor	Parents/carers/ visitors with disabilities feel welcome
Ensure all pupils and staff with disabilities and/or access needs can be safely evacuated	Personal Emergency Evacuation Plan (PEEP) for all pupils and staff with disabilities and/or access needs Procedures in place to ensure all staff are aware of their responsibilities	As required (usually annually Autumn Term)	H&S team/ Inclusion Manager & Assistant	All pupils and staff to evacuate safely
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to appropriate hardware Liaise with VI/HI teams on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Hardware/Software may be required	Senior Teacher/ Inclusion Manager & Assistant	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	All areas of school can have wheelchair access Exit routes visual check	On-going and as required/ as appropriate	All Staff	All staff, pupils and visitors able to exit safely

To ensure the entrance and exit routes are accessible to all	All areas of school can have wheelchair access Individual needs considered and appropriate plans put in place	On-going and as required/ as appropriate	Core Team	All staff, pupils and visitors able to enter and exit safely
Written information				
Review information, on an individual basis, to parents/carers to ensure it is accessible.	Provide information in clear print in "simple" English and coloured paper if required Admin team will support and help parents to access information and complete school forms	During admissions process On-going	Head Teacher/ Admin team Admin team	All parents/carers receive information in a form that they can access
Languages other than English to be visible in school	Story books available in multi-language Consider what other languages are spoken by children in this academic year and books available to use in school and lending library Core Stories read by a member of staff available on Tapestry	As required	Core Team/ Teachers	Confidence of parents/carers to access their child's education Where possible, children able to access own language resources
Accessible signage (e.g. non readers and English as additional language)	Signs to be simplistic/pictorial	On-going	Core Team	School accessible to all
Information to be accessible to the deaf community	Where required, written information may be supported through British Sign Language [BSL]	As required	Core Team	Members of our deaf community are able to access school information
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Parent Handbook is available via the school website.	As required	Office	All can access information about the school

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- a copy is on the school website
- paper copies available on request

Monitoring and Review

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Children's Welfare and Equalities committee.

Links with other policies

The Accessibility Plan should be read in conjunction with but not limited to the following policies, strategies and documents;

- Equal Opportunities and Diversity
- Health & Safety Policy
- Supporting Children at School with Medical Conditions
- Medicines Policy
- Special Educational Needs Policy
- Positive Behaviour Policy
- Learning Through Play/ Learning & Development Policy
- Educational Visits Policy
- School Improvement Plan
- Parent Handbook and Vision Statement

Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One floor/no stairs	None required	Head Teacher	Ongoing
Corridor access	Corridors are wide enough for wheelchairs	To be kept tidy and free from obstruction	Head Teacher and Site Supervisor	Ongoing
Lifts	n/a	n/a	n/a	n/a
Parking bays	Disabled parking bays marked	None required	Site Supervisor	Ongoing
Main Entrance	Manual locked front door	Member of staff can see through clear glass door who gets up to manually open the door when assistance required	Head Teacher	Ongoing

Ramps	All doors have sloped access	None required	Head Teacher	Ongoing
Toilets	2 toilets with disabled access and alarms	Cord is checked weekly in each to ensure alarms working	Site Supervisor	Ongoing
Reception area	Accessible to wheelchair users	None required	Head Teacher	Ongoing
Internal signage	Fire Exits clearly displayed	None required	Site Supervisor	Ongoing
Emergency escape routes	Fire Evacuation plan in place	Weekly testing of system and maintenance	Site Supervisor	Ongoing