



Disability Equality Scheme and Accessibility Plan **2022 – 2024**

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 (revised in 2005) to cover education. Since September 2002, the Governing Body has three key duties towards disabled pupils, under part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage and
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of Pinxton Nursery 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
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services and
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's Disability Equality Scheme (DES) and Accessibility Plan are resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Contextual Information

The school is a one storey building with wheelchair access both indoors and outdoors. The office ensures that SBO or school staff are always available to support entry into and around school. The layout of the school facilitates relatively easy access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access and there is a disabled toilet near the school office with emergency alarm. Access to the outdoor area is flat and not inhibited.

Current range of Disabilities within Pinxton Nursery School

The school has children with a range of disabilities and learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. We ensure parents are also aware of the support they can access using Derbyshire Information, Advice and Support Service for SEND (parent partnership).

We have a number of children who are asthmatic and all staff are aware of these children. Inhalers are kept in the locked utility room and Medical forms are completed with parents prior to admission or as soon as the condition is diagnosed. Where specific additional training is required e.g. epi-pen training for severe allergic reactions or Insulin injection/blood sugar levels monitoring training, this is undertaken by all relevant staff prior to admission of the child into school. A Healthcare Plan would also be completed in liaison with relevant medical professionals and parents.

All teaching and non-teaching staff have current Paediatric First Aid certificates. All medications are kept in the locked utility room which has easy access for all staff members. Administration of medicines consent forms are filled in by parents outlining the illness and the amount and time of medication. All medication that is given is recorded.

This plan is to be read in conjunction with the Special Educational Needs and Disability policy and Safeguarding and Child Protection policy.

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the accessibility plan becomes an annual agenda item at FGB meetings.	Ensure clerk/ chair of governors is aware to add to the agenda at Spring FGB annually	All current needs are updated and taken into account.	Ongoing – annually Clerk/ Chair of Governors	On policy review system
To continue to raise staff awareness of disability issues	Share up to date plan with all staff	Staff will be aware of how we meet the needs of all pupils, staff and visitors	Ongoing- annually and on staff induction	Ongoing updates will be noted at governors in head report
To ensure that all policies consider the implications of disability issues	Crosscheck all policies with the accessibility plan and checklist at time of review and explain this within each policy	All policies will reflect the needs of the stakeholders	Ongoing annually at review of policy	This is now considered in each policy

To ensure correct information is gathered about our families in line with the Equalities Act	Check admissions and induction forms to reflect different families and compositions and more choice of ethnicity and religion	All information will be present ready to create equality plans for children	Annually	Complete and continue in line with GDPR
To ensure that all directives from the GDPR are considered in line with Equality Acts, particularly around sharing information with professionals and other agencies	Continue to liaise with other nursery schools and local cluster, ensure all amendments are complete. A summary made of how this has affected us and this to be displayed on our website and parent notified	All individuals at our school will have their data protected under the guidance through strengthened law	Review annually	In place and audited throughout
Physical Development				
Designated disability parking space available if needed		Make sure parents and visitors are aware of the space if needed		Newsletter SBO to report to all visitors before arriving
To ensure that consideration is taken to colours if decoration is needed	When decorating, discuss with caretaker/contractor colour choice and specific differences needed	Areas in nursery obvious Decorations are related to the needs of the children	Ongoing	
To enhance the safety surrounding steps outdoors place visual markers to show edges clearly in anticipation of children with visual impairment	Consultation with physical/visual impairment team as necessary to discuss, adaptations required	Adaptions will be made to ensure safety measures for specific children are made	Ongoing	
Curriculum				
To monitor and analyse pupil achievement by race, gender and disability	Each term achievement data to be analysed, and any gaps identified	Equality groups progress monitored effectively	Termly/ annually Head Teacher/ Governing Body	Narrowing of gaps for equality groups

To ensure that the curriculum promotes role-models and heroes that young people positively identify with, which reflects the schools diversity in terms of race, religion and belief, gender and disability	Learn about and celebrate a variety of festivals. Look at books from different cultures Invite positive role models into nursery to read to the children	Increase pupils participation, confidence and achievement levels	Ongoing Amy C	Increase in participation for targeted groups.
To ensure that classroom displays and displays in corridors promote diversity in terms of race, gender and ethnicity	Use a variety of ability children's work. Celebrate different festivals and languages	Increase in pupils confidence and well-being through value and self-worth.	Ongoing All staff	Displays which celebrate diversity
To recognise and represent the talents of disabled pupils in gifted and talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race, gender and disability	Ensure equality groups are identified for their Gifts and/ or Talents	All groups of children challenged to the best of their abilities	Ongoing Jayne/ Amy C	Narrowing of gaps for equality groups.
To continue our own strategies to support children's talking skills before children are disadvantaged by poor levels of talking	ECAT assessments completed by key workers	Better levels of talking from children	Termly All Staff	Annual ECAT audit to show the positive impact of the scheme on children's attainment in language
To continue to use dough disco and flappy time to improve gross motor skills, and to continue to use meditation to support children's emotional wellbeing	Ensure all children take part in activities to develop gross motor skills	All children encouraged to extend their physical development	Daily Amy C	Children's physical development skills to improve

To ensure that parents who are unable to attend nursery due to a disability are able to access parents consultations over the phone	Ensure that information is gained on induction day if this is required	All parents have same opportunities to discuss their child's needs	Ongoing All staff	All parents engaging with nursery
To ensure that all staff receive relevant training for working with children with disabilities	Use of inclusion educators and additional training	All children's needs will be met appropriately	Ongoing Jayne	All staff receive training
To ensure that all children are able to access special school activities, e.g. trips	Activities planned with needs in mind	Visits and trips accessible to all	Ongoing Jayne/Amy C	Embedded in practise
To continue to support children's needs using the sensory room	Continue to look closely at issues that need some change/adaption to structure, staffing and timetable	Parents will continue to have confidence in sending their children here and children will have their needs met and progress and achieve	Ongoing	Working with parents continues to be key to meeting individual children's needs and supporting through other options in the community
To provide specialist equipment to promote participation in learning by all pupils where relevant	Outside agencies	All children will be able to participate in all types of learning activities regardless of ability	Ongoing	
Delivery of information				
To ensure font size and colours are clear on parents information, both paper based information and online.		All literature will be easily accessible	Ongoing	Online and paper information accessible
To ensure staff are familiar with technology and practises to assist with pupils with disabilities	When technology and practise is needed, ensure that training is made available for all staff to assist pupils	Pupils will have the opportunity to access and benefit from high quality		

	Consider hardware and software options	technology and practise needed		
To continue to provide equipment and support to meet pupils specific needs	Ensure needs are met	Pupils will benefit from high quality experiences and learning opportunities to progress and achieve in their time	Ongoing	
To continue to provide signs and symbols within the Nursery indoors and outdoors for children to access continuously	Ensure signs and symbols are updated and new put up	All pupils benefit from visual prompts through presence of these signs and symbols and their learning will progress	Ongoing	Look at Makaton award
Other				
All school policies written to include accessibility issues	Cross check all policies.	All policies reflect the needs of stakeholders	Ongoing	
To ensure that staff are all aware and comply with guidelines relating to medication	Review guidance and policy with all staff	All stakeholders are kept safe as a result of policy and procedures	Ongoing	

This Plan will be reviewed annually by the Governing Body and Head teacher

Jayne Allton – Head Teacher

Policy was adopted at Teaching and Learning committee -

Reviewed March 2022

Date to be reviewed yearly – March 2024

Signatory Chair of Governors and Date.....