



Disability Equality Scheme and Accessibility Plan 2017-2020

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 main front door security system has Disable Entry buttons but because of the age of pupils the thumb locks on the second main door and all the doors in Nursery are higher up and would need support to access. The office hatch ensures that Admin 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 LA Medical 1 and Medical 2 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/ Who is Responsible	Achieved
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 publish and promote the school equality plan through the school website, newsletter and staff meetings.	Ensure plan is on website, included in newsletters and that staff are aware	Staff are familiar with the principles of the equality plan. Parents are aware of equality plan.	Immediately after equality plan is agreed by governors. Jayne/ Amy C	On the school website
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 Headteacher/ 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 the Ferre Laevers monitoring and tracking of children's access to the curriculum.	Key workers to identify and monitor children using tool to assess involvement and well-being.	All children engaged in optimal learning.	Termly All staff	Children's achievement increased by higher levels of involvement.
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.