

**Jakeman Nursery School.**

**DISABILITY EQUALITY SCHEME**

**Including ACCESSIBILITY PLAN**

**April 2018-2020**

**Introduction**

Jakeman Nursery School welcomes its general responsibilities under the **Disability Equality Duty** to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of nursery life.

**Vision and values**

At Jakeman Nursery School:

We are committed to ensuring equality of education and opportunity for all children including those with a disability, staff and all those receiving services from the nursery. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in nursery life. Our admissions policy is fully inclusive.

The progress and attainment of all children is monitored, and children with disabilities are represented in our 'Target Children' process. The findings from this monitoring are used to highlight where adjustments to the nursery environment may be necessary to ensure access for all children. We do not tolerate bullying or harassment of any child, including those with disabilities.

We follow the policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the governments PREVENT Strategy. These form our framework for promoting British values-democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faith and beliefs.

Our staff are well trained. Our SENco holds the National SENCO award.

We have 2 staff with the Area SENCO training and with AET level 3.

All our staff are trained to AET level 1.

**Meeting the diverse needs of the community**

During the academic year 2017-18 there are a range of additional needs within the Nursery population. These include

- Speech and language and communication needs.
- Global developmental delay
- A range of medical needs including asthma, eczema, severe allergies, and those who need special diets.
- Autistic Spectrum Disorder
- Cerebral Palsy
- Neurological conditions
- Blood disorders
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We have some parents this year, who have declared a disability (mental health, medical needs)

We work with the Code of Practice and support children in all 4 areas of need:

Cognition and learning (CL)

Physical needs and Sensory needs (PD)

Communication and social interaction (CSL)

Behaviour, Social, emotional and mental health. (BESM)

### **What we do to consult with staff, and other professionals, and what are the key issues?**

#### **Issues identified:**

Staff feeling confident to talk about any barriers they may have.

Staff having a deeper understanding of the needs of individual children and how they can support their development needs.

Professional agencies being fully involved in the centre and an active part of decision making and planning.

Further staff training on inclusion, code of practice and inclusive strategies.

#### **How are we developing this?**

At staff induction, new members of staff are invited to identify any additional needs they may have. All Staff have supervision termly, where they have the opportunity to identify any barriers that affect them.

We have worked closely with the Educational psychology and CAT team this year in developing new strategies and implementing new processes.

We have build up strong links with the health visiting team and the children's centre in order to access training and support.

We have good links with the CDC and are able to discuss any support we may need and input into the assessment process for children.

We now attend SENCO network events and locality networking opportunities to ensure effective communication.

### **What we do to consult with parents and any other community users, and what were the key issues?**

#### **Issues identified:**

Early identification of children with additional needs

Inclusive education for all children

Parents having and voice and appropriate support

Parents being fully informed of processes and how they and we are supporting their child.

#### **How are we developing this?**

- We have regular review meetings for parents of children with disabilities, when they are consulted about provision for their children
- Parents have daily opportunities to raise issues or concerns with staff
- We undertake on-going parental consultations during the year and through parent questionnaires
- We hold termly coffee morning for parents to network and create supportive links with each other.
- We have the ability to sign post parents to HV or CC to access support if needed.

### **Who contributed (including nature of their disabilities)**

We consult individually with parents of all children with additional needs (as above).

When we have parents with a disability, we ask them how we can help them to access information, and invite them to identify other ways in which the Nursery can support them (for example in the past staff had special arrangements for communicating with a parent with hearing impairment).

We will refer to local Children's centre if appropriate.

## **How we have gathered information about what we already do well:**

We recognise that our policies and practices may impact upon disabled people, and in particular

- on the recruitment, development and retention of disabled employees
- on the enjoyment and achievement of children with disabilities
- on how parents are able to access our services, and acquire the information they need

In devising this scheme we have taken into consideration a wide range of information about, for example:

- children's achievements (monitored regularly through NMG, target children, and Early Support and SEND support plans)
- induction, admission, and transition
- employing, promoting and training adults with disabilities
- the nursery environment

## **2.1 Examples of what we already do to fulfil the General Duty**

### **Children**

- Use resources which have positive images of disability (e.g. books and puppets)
- Offer all qualifying children a place in the Nursery regardless of disability, including behaviour needs, if an appropriate place is available
- Open extended services to children with disabilities (e.g. breakfast and after school)
- Have individual meetings with parents of children with disabilities on induction to ensure that reasonable adjustments are made
- Conduct a home visit on all children with additional needs as part of a comprehensive transition package.
- Quality assessment and monitoring of children with disabilities
- Ensure that staff are trained to meet the needs of children with disabilities (e.g. Makaton, medical needs training and autism training)
- Provide additional support for children with disabilities through Early support and SEND plans, and through a differentiated approach, including additional funding if appropriate
- Make reasonable adjustments to the Nursery environment and provide (or loan) equipment for children with disabilities as appropriate
- Ensure that all children have access to appropriate visits and outings, and that additional needs are catered for unobtrusively
- Ensure quality individually planned transitions for children with disabilities, across the setting and onwards to other provision
- Arrange special diets for children where appropriate
  
- Accept children who are not toilet trained and work with parents on toilet training when developmentally appropriate
- Support parents of children with disabilities to access services for their children
- Offer to accompany parents on visits e.g. professional appointments, visits to Primary and specialist provision

### **Adults**

- Provide individual interviews for parents who have disabilities themselves.
- Provide information in a range of formats, including on the internet through the Nursery website, verbally and through augmented communication systems.
- Develop and maintain excellent links with other professionals, to ensure that the Nursery's provision is as good as it can be

What we need to do (ACTION PLAN)						
Objective	Accessibility code*	ACTIONS			How we will measure the impact – what evidence we will collect	When we want to achieve our objective (date)
		How we will do it	Who will do it	Who and what we need to help us		
<p>Respond to increasing numbers of children with disabilities being referred to the Nursery for places by ensuring provision is differentiated and appropriate but supports the inclusion of children.</p> <ul style="list-style-type: none"> <li>Placing children in spaces best suited to their needs and developmental levels</li> <li>Providing training for staff to enable them to understand and support the needs of children with SEND</li> <li>Continue to implement the use of invention groups to support a differentiated environment.</li> </ul>	Information	<p>Gathering information from parents and professionals about children's specific needs; by:</p> <p>Home visits Stay and play sessions Induction Transition visits to previous settings Creating strong links with HV, CDC, ED psych.</p> <p>Identifying training needs based on the children in the setting including medical needs</p>	SENCo	SENCO Time	Children with SEND who attend the Nursery will be included in terms of learning needs and care and make progress from their starting points Staff will be confident in including all children and differentiating provision.	On-going through the year and as children are identifies.
Ensure an up to date Provision Map is place for both NS and NN	Information	Raise staff awareness of who children and parents with SEND are.	SENCo to share information with staff each team	SENCo time	Monitor progress of disabled children (assessment summaries). Monitor parent evaluations (Head Teacher)	Termly briefings. Ongoing good practice.

Ensure all staff have an understanding of Quality first teaching and the new code of practice.	INFORMATION	Staff Training on QFT, AET level 1 and the new code of practice. Staff made aware of changes and how best to create an inclusive environment.	SENCO	Time	Feedback and evaluation pre and post training for staff.	Ongoing good practice.
Ensuring differentiated curriculum for children with SEND. Children having individualised Targets and planning	CURRICULUM	Continue to develop the intervention groups- Staff training and further training for SEND support TA.	SENCO to monitor  QTS to support plans	Training for staff on Nurture groups, communication systems, welcome pack. Visits to other setting to see inclusive practice.	Gap analysis for children in intervention groups. Monitoring via assessment tracker.	Ongoing good practice.
Embed the use of Makaton throughout setting initially with staff and extend to parents Display Makaton symbols throughout the setting symbols throughout setting	ENVIRONMENT	Continue to develop staff confidence through practice and use Workshop and sharing sessions with parents  Weekly sign of the week.	Trained staff	Training time and practice	All staff competent in using makaton as a means of communication. Children use makaton as a means of communication	Ongoing to 2018  Weekly briefing sessions
Ensure appropriate spending of the DAF funding to support children in receipt of DLA.	ENVIRONMENT	Working alongside the SENCO and Headteacher to review the environment and make adaptations where necessary	SENCO	Time	Support and appropriate adaptations in place to ensure children with physical needs are able to fully access the environment.	2019

**Accessibility code**

- C** Increasing the extent to which everyone can participate in the Nursery **CURRICULUM**
- E** Improving the physical **ENVIRONMENT** to ensure all children can have access to all provision
- I** Improving the delivery of **INFORMATION** so that it is accessible to everyone

**Reporting arrangements**

**Report by SENCO/ Head of school termly to GB.**

**Review date: April 2020**

**Senior person responsible: Head Teacher- David Aldworth**

**Designated member of staff: Carli McCallin (SENCO)**