

BOLDON NURSERY SCHOOL-OUTDOOR NURSERY

Disability Equality Scheme and Disability Accessibility Plan for Pupils

Date	Review Dates	Review Date	Review Date	Review date
July 2016	July 17 AC/SS	July 18	July 19	July20

Boldon Nursery School believes this policy relates to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides children with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school staff and children which result in improved outcomes for disabled children, parents/carers and school staff in all aspects of school life.

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We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our children to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all children, school staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aim

- To ensure that all school staff with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for children, prospective children and our adult users with a disability.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for special educational needs and disabilities (SENCo);
- delegated powers and responsibilities to the Headteacher to ensure all school staff and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled children in our admissions and exclusions, and provision of education and associated services
 - treat disabled children less favourably
 - take reasonable steps to avoid putting disabled children at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty to respect the child's and parents right to confidentiality;

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- the responsibility of providing all children with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual children and their preferred learning styles;
- the responsibility to develop a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to children's diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of children
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work closely with the link governor and teacher with SEN responsibility;
- in conjunction with the Governing Body devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school staff and governors in the matter of disability discrimination;
- ensure all school staff, children and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school staff with disabilities;
- inform the Governing Body on the training programme for school staff;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by monitoring the:
 - physical environment of the school
 - provision of information
 - delivery of the curriculum by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with children, school staff, parents and governors
- annually report to the Governing Body on the success and development of this policy.

Role of the Coordinator/Teacher with SEND responsibility

The coordinator will:

- lead the development of this policy throughout the school;
- liaise with school staff to discuss what changes are needed to the physical environment of the school, to the provision of information and to the delivery of the curriculum;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;

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- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;

Role of School Staff

School staff will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- liaise with the SENCo to discuss what changes are needed to the physical environment of the school, to the provision of information and to the delivery of the curriculum;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school.

Role of Parents/Carers

Parents/carers will:

- inform the school of their child's disability;
- share their knowledge of their child's disability and how it affects the normal activities of their child;

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school staff

Training

All school staff

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:

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- All aspects of this policy
- Disability Equality Scheme and Disability Accessibility Plan for Pupils
- Special Educational Needs & Disabilities
- Disabled Access
- Equal opportunities
- Inclusion

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

The purpose of the accessibility plan is to ensure that all children have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which children with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which children with disabilities can take advantage of education and associated services;
3. Improving information delivery to children with disabilities.

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.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Definition of disability under the Equality Act 2010

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' Negative effect on your ability to do normal daily activities.

Development and Review

- The accessibility plan is guided by the principles and procedures in the school's Equality Policy.
- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective.

We have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school, to make improvements in the provision of information and to increase access to the curriculum. The plan is as follows: [\(See accessibility plan\)](#)