



CNS CROSSENS NURSERY SCHOOL Disability Access Plan – including Equality Objectives

In accordance with our mission statement and aims as a school we pledge to respect the equal human rights of all our pupils and users and to educate them about equality and diversity issues.

We will also respect the equal rights of our staff and other members of the school and local community. In particular, we will comply with relevant legislation and implement school plans in relation to equality and diversity, with particular awareness of the following areas:

- Age
- Disability
- Race
- Religion or Belief
- Gender
- Sexual Orientation
- Transgender
- Pregnancy and Maternity
- Marriage and Civil Partnerships

The school is committed to ensuring all REASONABLE, PRACTICAL AND PROPORTIONATE steps are taken to ensure Equality and Diversity for our children, staff, parents, users and visitors. The school will work towards: - Eliminating discrimination - Advancing equal opportunity - Fostering good relations

Background Information

Crossens Nursery School is a Local Authority Maintained Nursery School situated in Southport in North Sefton. The school serves a predominantly White British community drawn from a mixed council and private housing estate. Postcode analysis evidences representation of families from disadvantaged (42%) and advantaged postcodes (58%). Analysis was undertaken using IDACI (Jan 2015). This is reinforced by LA data (Dec 2014) which indicates that 55% of families with children 0-5, in the reach of Crossens Nursery School, live in the 30% least advantaged areas. A very small proportion of families are of minority ethnic heritage.

The SEND Policy and SEND Information Report includes information on how:

- the individual needs of all children will be met
- children with disabilities and/or special education needs will be included, valued and supported
- reasonable adjustments will be made for them
- the SEND Code Of Practice is put into practice
- we work with parents and other agencies

Who is responsible?

GOVERNORS are responsible for ensuring:	Visitors and contractors are responsible for:
<ul style="list-style-type: none"> • the School complies with the relevant equality legislation • the School Equality Scheme and its procedures are followed. 	<ul style="list-style-type: none"> • knowing, and following, our Equality & Diversity Policy.
THE HEADTEACHER is responsible for ensuring:	
<ul style="list-style-type: none"> • the School Equality Scheme and its procedures are followed • the equality objectives are readily available and that the governors, staff, pupils, and their parents and guardians know about them • producing regular information for staff and governors about the objectives and how they are working • all staff know their responsibilities and receive training and support in carrying these out • taking appropriate action in cases of harassment and discrimination • all reasonable, practical and proportionate steps have been taken to ensure equality and diversity issues are appropriately managed. 	

- The Headteacher has overall responsibility for dealing with reports of hate-incidents.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability, gender, sexual orientation, age or pregnancy
- keeping up to date with the law on discrimination
- taking up training and learning opportunities.

Accessibility Plan

This plan sets out how Crossens Nursery School will work to promote equality and diversity for age, disability, race, religion or belief, gender, sexual orientation, transgender, pregnancy and maternity.

The plan addresses our specific duties under the Equality Duty. Objectives are gathered by listening to our staff, children and parents and by looking at the schools progress and attainment data. The plan outlines the proposals of the governing body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

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

The governing body also recognizes 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 to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with – parents of pupils, employees, governors and external partners.

Promoting Equality, Increasing Accessibility and Making it Happen (2020- 2023)

Time-scale	Targets	Activities and Resources	Outcomes	By Whom	Success Criteria	
<p>School will make every effort to be aware of, understand and respond to children’s disabilities. The following actions relate to children for whom barriers to learning have been identified by parents and staff (this includes disability)</p>						
<p>Year 1 2020-21</p>	<p>Target 1 Sustain Early Identification and Early Interventions systems to ensure that children with SEND are identified and supported to make at least good progress, using information gained through observation of the children concerned and consultation with parents and professionals.</p>	<ul style="list-style-type: none"> a) Follow the SEND Code of practice and develop personalised provision for identified children child delivered through allocation of additional staff or resources. b) Develop and implement personalised intervention plans to address barriers to learning and promote optimum progress. c) Through the provision of Supervision and CPD enable staff to provide a consistent approach to interaction with child concerned and support to promote learning. 	<p>Children with SEND supported to make optimum progress</p>	<p>JT TH HW LG</p>	<p>Data analysis evidences that children with SEND make good progress from their relative starting points as a result of the personalised provision and intervention.</p>	
	<p>Evaluation: Personal Plans created for children who have significant barriers to learning – SMART targets identified and reviewed on a half termly basis. Supervision with staff, support them to reflect and identify children of concern. Offering opportunities to discuss possible next steps and strategies to support individual children.</p>					
	<p>Target 2 Embed recently revised systems for the early identification and response to children’s emerging communication difficulties, supporting the children concerned to make at least good progress, using information gained through observation and consultation with parents and professionals.</p>	<ul style="list-style-type: none"> a) Create ‘Communication and Language’ Policy (including reference to use of Sign-a-long) b) Liaise with parents to action a referral to speech and language therapy service. c) Develop and implement personalised interventions to address individual children’s communication difficulties on an individual basis or in a small group as appropriate d) Through Supervision and CPD enable staff to understand children’s communication development and to employ a consistent approach to supporting accelerated progress where necessary. 	<p>Early identification of and response to children’s SLCN.</p>	<p>JT TH HW LG</p>	<p>Data analysis evidences that children with SLCN make good progress from their relative starting points as a result of the personalised provision and intervention.</p>	
	<p>Evaluation: Communication and Language Policy created. Speech and Language referrals made in consultation with parents and carers. Personal plans created to support those children with communication and language difficulties.</p>					

<p>Target 3 Ensure staff are proactive in finding out the needs or access difficulties of particular parents.</p>	<p>a) Staff to take note of any disabilities or difficulties made know to us by parents either through the DA Questionnaire or verbally. b) Staff to make reasonable adjustments in order to support identified parents in accessing school facilities and communication. c) Ensure all staff are aware of the specific difficulties and disabilities of parents and understand the steps they need to take in order to overcome these difficulties.</p>	<p>Up to date information on file disseminated to all staff</p>	<p>ALL</p>	<p>Parent with specific needs is confident in Nursery's response to identified needs and is able put in place home time collection arrangements following the schools procedure.</p>
<p>Evaluation: Staff have an awareness of the needs of parents and carers, offering support to access school facilities where appropriate and in ensuring effective communication.</p>				
<p>Target 4 Provide support and / or CPD for key staff on disability issues.</p>	<p>a) Identify staff development needs at regular meetings.</p>	<p>Staff knowledge of disability issues is increased.</p>	<p>JT</p>	<p>Increased staff awareness and capacity to meet need as a result of staff development.</p>
<p>Evaluation: Staff undertook training on Sensory Processing Disorder and staff CPD booklet for 2021-22 has been updated to include a term CPD on supporting children with SEND.</p>				

Promoting Equality Increasing Accessibility and Making it Happen

Time-scale	Targets	Activities and Resources	Outcomes	By Whom	Success Criteria
Year 2 21-22	Target 1 Review Disability Access form in order to improve accessibility and completion rates e.g. by parents with EAL or Literacy difficulties.	Staff, during induction and subsequent meetings, to be vigilant in recognising signs of poor literacy skills and to offer families support to complete the form.	Form accessible for all parents.	BB LF SS	All staff report their provision of support for families to complete the form where necessary. Increased completion of form.
	Evaluation:				
	Target 2 Ensure all adults and children can be safely evacuated.	Risk assess adults and children identified as having an additional need and where appropriate develop a personal emergency evacuation plan.	Safe evacuation procedures established personalised to address identified needs of children and adults.	BB LF SS VM	Fire evaluations drills evidence successful evacuation of all children.
	Evaluation:				
	Target 3 Sustain the curriculum focus on diversity, British Values and the promotion of positive attitudes to disability	a) Staff to use diverse images when resourcing continuous provision. b) Staff to prioritise the challenging of stereotypes e.g. in children's play and in literature	Diversity is actively promoted within the classroom environment	ALL	Children demonstrate increased awareness of diversity including disability.
Evaluation:					

Promoting Disability Equality Increasing Accessibility and Making it Happen

Time-scale	Targets	Activities and Resources	Outcomes	By Whom	Success Criteria
Year 3 2022-23	<p>Target 1 Sustain staff confidence and expertise in meeting the needs of children and families with SEND through ongoing work with external agencies</p>	<p>a) Review and reflect on the impact of provision for children with SEND and the role staff have taken in securing excellent outcomes for the children concerned.</p> <p>b) Through staff meeting and planning time provide training to support staff in meeting children’s SEND.</p>	<p>Staff welcome children and families with a disability and are skilled at meeting their needs.</p>	<p>BB MW HW LG</p>	<p>The school is recognised as an inclusive school which delivers the best possible outcomes for children and families.</p>