



**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?**

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

- 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 (2023- 2026)**

Time-scale	Targets	Activities and Resources	Outcomes	By Whom	Success Criteria
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)					
Year 1 2023-24	<b>Target 1</b> To identify SEND need early and liaise with appropriate agencies to ensure pupils get all the support the need in order to access our provision safely and happily.	a) Follow the SEND Code of practice, ensuring personalised provision for identified children with the support of additional staff or resources as appropriate. b) Develop and implement intervention programs in line with SALT and other agencies c) Provide staff with CPD to help support their Early Identification of need and strategies to support children with such.	Children with SEND supported to make progress in an Inclusive environment	All staff	Conversations with parents and carers reflect that children with SEND are making progress and that their needs are being met with care and consideration. Support Plans show triangulation with other agencies, allowing children to make progress appropriate to their needs.
	<b>Evaluation:</b>				
	<b>Target 2</b> To implement training from our Attachment and Trauma Award to help support children with emotional need.	a) Staff will complete Windows of Tolerance for these children so that everyone knows how to support each child when they have an emotional moment b) New staff will be informed of our training and shown how to use resources and strategies	Children are supported with their emotions so that they feel safe, secure and ready to learn	All staff	By using our strategies and our ‘Curious’ approach, staff will identify ‘trauma’ and know how to support the soothing of such, rather than explore strategies for ASD as trauma symptoms often mirror the signs of ASD.
<b>Evaluation:</b>					

<p><b>Target 3</b> To develop staff awareness of and strategies for supporting sensory needs</p>	<p>a) Whole staff CPD to raise awareness of theories and practical ideas b) Staff meetings to allow discussion of who may benefit from such or what is working particularly well for different children c) Practice shared with parents and carers to support those who may be struggling with how to prevent emotional moments</p>	<p>Children are happy, content and ready to learn as their sensory and emotional cup is 'just right'</p>	<p>ALL</p>	<p>Staff feel confident to use strategies appropriately and effectively and this is actively seen in the setting. Staff can feedback and support parents and carers effectively.</p>
<p><b>Target 4</b> Ensure all adults and children can be safely evacuated.</p>	<p>Risk assess adults and children identified as having an additional need and where appropriate develop a personal emergency evacuation plan</p>	<p>Safe evacuation procedures established personalised to address identified needs of children and adults.</p>	<p>BB MW VM VC</p>	<p>Fire evaluations drills evidence successful evacuation of all children. Health and Safety governor reports effectiveness of such to Governors.</p>
<p><b>Evaluation:</b></p>				

Time-scale	Targets	Activities and Resources	Outcomes	By Whom	Success Criteria
Year 2 2024-25	<b>Target 1</b> To support children with emotional needs and SEND using our Unique Child approach as per the Attachment and Trauma training	Staff will received CPD for the Attachment and Trauma Silver Award. This will give them further skills and knowledge in how to support children of trauma.	Children feel safe, happy and ready to learn	All staff	Staff are actively seen using the strategies and children cope in the setting. Crossens Nursery School will achieve the Attachment and Trauma Silver Award.
	<b>Evaluation:</b>				
	<b>Target 2</b> To develop and resource our Butterfly Room to allow for further quality educational and sensory experiences for children with SEND.	B.B to liaise with funding programmes so that the improvements to Butterfly Room can be supported by a grant. Staff to research resources and visit other providers to get inspiration for such.	Children get more quality sensory experiences from Butterfly Room	BB Inclusion Team	The room reflects the varying needs of the children, allowing for holistic and sensory experiences, allowing the children to feel safe, happy and secure.
	<b>Evaluation:</b>				

Time-scale	Targets	Activities and Resources	Outcomes	By Whom	Success Criteria
Year 3 2025-26	<b>Target 1</b> Crossens Nursery School will have a number of resourced places, funded by Sefton	B.B to liaise with Sefton to discuss this and determine practicalities of such. Staffing will be arranged to manage the intake of further children with additional needs.	The additional costs of supporting children with SEND are met through the funded places.	BB	The school is recognised as an inclusive school which delivers the best possible outcomes for children and families.