

Flagg Nursery School



Sowing the Seeds

Flagg Nursery School

Disability Equality Scheme

And

Accessibility Plan

2024-27

Approved by Governors on 09/10/24

Minute number FGB-091024-13.3

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 Flagg 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.

Starting points

1a The school's vision, aims and values

Our Mission Statement

At Flagg Nursery School we believe in :

- Working together within our community
- Treating everyone equally
- Meeting individual needs
- Valuing everyone's contribution
- Fostering calm and respectful relationships
- Inspiring and nurturing children
- Helping every child to reach their potential

Our School aims:

- We believe that at Flagg we have high expectations for all children regardless of additional needs
- We challenge all children to achieve their full potential.
- We view children's well-being as a priority. We want them to be enthusiastic and curious about learning and the world around them. We track and monitor children's well-being and involvement, putting in interventions and strategies where necessary.
- We pride ourselves in helping to build kind and respectful relationships by creating a safe, secure and stimulating environment by making the areas look inviting, inspiring and engaging the children through activities that interest and motivate them.
- We strive to meet children's individual needs by planning a variety of activities linked to their particular interests. We support children in making connections by giving them opportunities to talk ideas through and supporting further learning (scaffolding).

- We pride ourselves on our secure, professional relationships with children, their families and the local community (nurture). Through: visits, visitors, informal chats, parent consultations and children's profiles.
- We want our children to have a 'can do' attitude and not to be afraid of taking risks. To be independent, to try new things and 'have a go'.

Our Values

Flagg Nursery School is a fully inclusive school. We aim to provide equality of opportunity and meet the individual needs of all our learners, so that they can benefit as fully as possible from the education and school experiences we provide and attain their full potential. All members of staff are committed to these values and to removing as many barriers to learning as possible for all children. To ensure that our children with special educational needs or disabilities (SEND) or learning difficulties or disabilities (LDD) have full access to learning and other school experiences we work closely with other agencies, ensure staff undertake relevant training and adapt our environment and teaching appropriately.

These values underpin our policies for Equalities, Difference and Cohesion, Anti-bullying and SEND. Our Behaviour and Discipline policy also holds these values. We encourage positive behaviour and respectful relationships at all times.

In order to promote equality for disabled pupils, staff and parents we aim to reflect the six elements in the DDA's general duty which are to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- To take steps to meet disabled people's needs, even if this requires more favourable treatment

Flagg Nursery School defines disability in line with the current definitions in the DDA. This means that we define disability as:

“a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”

Definition of the terms:

- ‘physical impairment includes sensory impairments
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness
- ‘substantial’ means ‘more than minor or trivial’ and
- Long-term is defined as 12 months or more

The definition includes a wide range of impairments including hidden impairments such as autism or speech and language impairments. These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move every-day objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk or physical danger.

Some people are automatically covered by definition; those with cancer, multiple sclerosis, complex medical needs or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Information from pupil data and school audit

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|--|---|
| Number of pupils 2023-24 | 68 |
| Early Years Pupil Premium | 10 |
| Special Education Needs: - Without EHCP plans: - With EHCP plans Pupils covered by the DDA: | 7 without EHP plans 2 |
| Social Deprivation: - 2-year-old funding, FSM | 13 |
| No of Teachers | 1 full-time equivalent .5 Headteacher .5 SENCO |
| No of SEN Teaching Assistants | 1 with a total of 15 hours, funded by enhanced resource grant |

The school is informed of pupils with additional needs who may be wishing to attend the school by the LA and parents. The Headteacher and SENDCO meet with parents, the child, teachers and other agency workers to discuss the needs of the child. This enables the school to make any adjustments including medical training necessary in time for the child starting at the school.

Currently (2023-24) we have one child with impaired mobility, one child has behavioural/emotional difficulties, one child has visual impairment and 5 children have been referred to the Speech and language therapist. Six other children are being monitored for language delay and are included in our EcAT (every child a talker) programme. Three other children are being monitored for delay in physical development and are included in our ECAM programme (every child a mover).

How our school already meets the requirements of the DDA and supports those with SEND or LDD:

- Specialist learning resources have been purchased and are used effectively eg resources to support our ECAT programme, sensory resources to support children with behaviour issues
- Staff training from behaviour support, autism outreach. SENTA currently employed to support children with behaviour issues and to deliver ECAT and ECAM programmes.
- Visual impairment teacher involved to support child.
- Speech therapists involved to support children.
- Health visitor, physiotherapist, occupational therapist contacted to support child with physical impairment
- Ceilings have been lowered and tiled to improve acoustics for pupils with hearing impairment (historical)
- Areas are clutter-free to allow clear movement through and around the school
- Ramps on the playground allow wheelchair access into the building
- Signage has been improved
- Paintwork on walls, doors and door frames are contrasted; paint is low sheen (gloss paint avoided); and carpets are plain in colour
- A large, accessible toilet with changing couch is in place
- Using a range of teaching styles and catering for different learning styles and considering group arrangements.
- An audit of provision to meet requirements of the Accessibility Strategy has been carried out
- All children have differentiated access to the whole curriculum, including PD, school visits, and extra-curricular activities
- LA risk assessments adapted to meet the needs of our children, are carried out and shared with staff and children
- Health and Safety checks and audits are regularly carried out to ensure the safety of all pupils, staff and others using the building
- We have clear procedures for the administration of medicines and all staff are first aid trained.
- Attendance is closely monitored and absences are followed up
- Involvement of the LA, parents and outside agencies, through regular meetings, informal discussions, classroom observations and formal reports, enable us to better the needs of those with SEN or LDD

In order to fully meet the requirements of the DDA, we have identified three priorities in our accessibility plan, which are incorporated into this scheme.

Currently, how well do SEN and LDD pupils achieve?

We monitor the progress of our SEND/LDD pupils, using the same criteria we use for all pupils including:

- Teacher assessment
- End of nursery outcomes
- Involvement and achievements in extra-curricular activities

All SEND/LDD pupils make progress. Those that make less academic progress than other groups of children are generally those with cognitive and behavioural difficulties. Pupils with physical impairments are expected to participate in extra-curricular activities, including school trips, visits, sports day, Easter egg hunts and parties.

This year's assessment data will be analysed to see how those pupils covered by the DDA have performed academically compared to other groups of children in the school. Underachievement will be identified and addressed. The achievement and progress of pupils covered by the DDA will be one of the priorities of this plan.

1c: Views of those consulted during the development of the DES and Access Plan

Information will be gathered from a range of people associated with the school and will be used in school policies, the school development plan, setting priorities and monitoring outcomes. The information is needed to allow the school to plan for the future so that the needs of the local disabled community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and, therefore, confidentiality is maintained.

We will also gather information about recruitment, development and retention of disabled employees. Please see our Recruitment policy for further information.

In our school we look on the issue of someone not being able to access something because of a disability as being a problem with what is provided, not the person using the facility or accessing the provision. We would encourage people to make their needs known to us so that we can ensure that all have full access.

Views of our community

We recognise that this is our Disability Equality Scheme and that we need, as one of the priorities in the action plan to look at how we can keep this information up to date and involve members of the disabled community in the on-going life of the plan. This will improve the quality of the information available when the plan is reviewed in three year's time.

Views of parents

We operate an open door policy in the school and actively encourage parents to share their views and concerns about school and their children. Views are logged and shared with staff, if appropriate, and taken into account during the development of this plan. Views are also shared at parent's evenings, SEND review meetings, through school reports, regular newsletters and home-school link diaries where appropriate.

Views of children

We consult the children through child conferencing, group time discussions and PSED teaching. We will seek the views of disabled children and use them to inform the next review of this policy.

Views of other agencies

Regular consultation takes place with other agencies, such as Behaviour Support, Educational Psychologist, Educational Welfare officer, Physical Impairment, Speech and Language and DCC. Views are shared and advice sought and taken. Many professionals speak favourably of the work we do in school to care for and support our SEND and LDD children.

Views of Governors

The views of all the governors will be sought at the next TLC meeting and the key priorities, as stated below, will be discussed.

The main priorities in the disability equality scheme

The school has identified its priorities through:

- Data collection – monitoring of groups eg SEND children, children accessing ECAT or ECAM and children with medical needs
- Consultation – parent questionnaires, pupil questionnaires, multi-agency meetings and reports, staff and governor meetings, service reports.
- The schools self-evaluation and school development plan
- DCC's 'The Physical Environment Accessible Schools Checklist'.

Our priorities are the same priorities identified in our accessibility plan:

- 1) Increase the extent to which disabled pupils can participate in the school curriculum to achieve their full potential.
- 2) Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated areas.

How we intend to address these priorities is outlined in the accessibility action plan, which forms part of this DES (see from page 14).

We will work closely with our disabled pupils, their parents and the disabled community to ensure that all views are heard and are used to help formulate actions and decisions (see action plan).

We will work proactively to make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils. Through this we promote equality of opportunity for disabled pupils and aim to secure their participation in every aspect of school life.

3. Making it happen

3a. Management, co-ordination and implementation

We will ensure that the policies and the climate of the school are designed to meet the needs of all AN (additional needs) pupils. We will give due consideration to the fact that in order to do this we may at times have to bestow more favourable treatment on disabled people: eg give additional support/mentoring; provide special facilities at lunch time.

The Governors, head teacher and SENDCO are aware of and have had input into the DES and accessibility plan. The plan will be revised on a regular basis by the TLC, taking into account the changing needs of the pupils attending (or going to attend) this school. This plan is clearly linked to the School Development Plan.

The evidence used to aid the plan will be looking at:

- Additional needs: type of pupils in school and joining our school
- Effectiveness of differentiation in lessons and on planning
- Effectiveness of additional adult support
- Attendance of pupils with AN, compared to other groups
- Progress of pupils with AN, compared to other groups
- Education and health care plan review meetings and statement reviews.
- External agency reports and input
- New government/LA policies and initiatives
- Feedback from parent consultations and child conferencing

The Governors and staff of Flagg Nursery School are fully aware of and kept up to date on SEND legislation, the DDA, ECM, school policies and the School Development Plan.

The SENDCO has strong links with many external agencies and departments within Derbyshire LA:

- Social Care
- Health Agencies
- LA agencies – Physically impaired service, behaviour support service, support service for deaf/hearing and visual impairments etc
- CAMHS, Autism Outreach
- Speech therapy service
- Visual impairment service

3b. Getting hold of the school's DES

This plan was published in June 2021 and will be in operation until June 2027, when it will be reviewed and revised. We will report annually, at the beginning of the school year, on the progress we have made on our action plan and the effect of what we have done.

Reviewed by: Flagg Teaching & Learning Committee on: 9th October 2024 at: Flagg Nursery School

Flagg Nursery School

Accessibility Plan 2024-2027

Target 1: improving access to the curriculum

| Target | Action | Staff | Resources costing | Performance indicators | Time | Monitor and review | Evaluation |
|--|--|---------------------------|---|--|-------|---|--|
| 1) To ensure AN pupils have equal access to the whole curriculum through appropriate differentiation | Monitor planning and teaching for clear evidence of appropriate differentiation (resources, deployment of T'A's, AN children highlighted on planning.). Set up peer observations so all staff can observe good role models. Feedback at staff meetings | Head teacher, whole staff | Any resources to support AN as needed: £50 | AN children making good progress | Sep24 | Head teacher as part of annual review of tracking data | Highlighting send support of plans has enabled consistency with staff. SEND added as a section at every staff meeting so all staff are up to date. |
| 2) Ensure pupils with AN can access appropriate resources | Resources stocked regularly e.g. scissors, pencils with correct grip for physically impaired children, large books for group times for | All staff | Any resources to support AN as needed: £100 | Resources in nursery, being utilised by children where appropriate | Sep24 | Staff and SENDCO to feed back to HT each term if appropriate. HT to Gofs as above | As of Sept 24 all equipment/resources appropriate. |

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| | visually impaired children, ECaT resources maintained and refreshed, sensory resources for children with behavioural issues Deployment of teaching assistants to meet the need of children | | | | | | |
| 3) To ensure that pupils with AN are well supported | Look at methods of teaching and target setting. Seek outside agency support where appropriate. | Head teacher | Enhanced resource funding | Children with additional needs supported in nursery where necessary: ECaT, nurture groups etc | Sep24 | SENTA to feed back to HT at staff meetings | Ensure all vulnerable children are being assessed using the ECaT and ECaM monitoring tools to ensure they are not at risk of delay and intervene if they are. |
| 4) To diminish the differences between achievement of AN children and that of other groups | Review SSP's termly with parents. Ensure that SSP's are shared with staff and parents and that planning shows that SSP's are being addressed | Head teacher, SENCO | Time to liaise with outside agencies where appropriate | Gap narrowed | Sep24 | HT to analyse data and evaluate, add actions to SIP | Good progress made by AN children. |

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| <p>5) To ensure that all SSP's or Education and health care plans are up-to-date and are working documents, used by all staff to provide full inclusion for AN children.</p> | <p>Parents informed about medical forms. Care plans written. Staff trained as appropriate. Children with medical needs included in all school activities and trips.</p> | <p>SENDCO</p> | <p>PPA time for SENDCO</p> | <p>Each AN pupil will have a SSP or ECAT or PSED targets which will be known well by staff working with them to provide inclusive education</p> | <p>Sep24</p> | <p>Head teacher and SENDCO to review</p> | <p>Ensure SENDCo registers on new EHC hub and attends training to access this.</p> |
| <p>6) To ensure that children with medical requirements have their needs met</p> | <p>As above</p> | <p>Head teacher</p> | <p>Cover time for staff training to cater for medical needs (6 hours annually). Staff time to administer support and medicines</p> | <p>All children requiring medicines and assistance as part of their condition whilst at nursery can do so without missing any school time or school trips and other activities</p> | <p>Sep24</p> | <p>Head teacher and SENDCO</p> | <p>Positive outcomes for specific children with medical needs. Ensure healthcare plans are used for any children who require them.</p> |
| <p>7) To enable teaching assistants to prepare and plan for children</p> | <p>Time given to TA's to prepare for ECaT and ECAM groups, nurture groups and activities aimed at children with additional needs</p> | <p>SENTA</p> | <p>Cost of PPA time</p> | <p>AN children fully supported</p> | <p>Sep24</p> | <p>TA to feedback to SENDCO</p> | |

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| 8) All children to have access to school trips | All trips planned and checked to ensure they are suitable for all children and in particular those with AN | HT (EVC) Teacher | Cost of release for staff to do pre-visit checks | Fully inclusive trips | Sep 24 | Feedback from staff to HT | All children have been included with all trips and activities such as sport's day, forest school, sports sessions |
| 9) All children able to access ICT | touch screen technology on smart boards and iPads to assist all children, particularly those with AN | All staff | ICT budget: enhanced resource budget | All children accessing ICT across the curriculum | Sep24 | Review of planning by staff | ICT highlighted as a focus for 24-25 on the SIP. |
| 10) All school policies written to include accessibility issues | New policies to include reference to DDA responsibilities and SEND provision | Head teacher | Rolling programme of policy review | All policies follow the same guidelines | Sep24 | Governors, feedback from HT | Policies complete |
| 11) To ensure pupils with AN are supported during fire procedures | Ensure fire evacuation procedures are in place for all disabled children (PEEP plan) | Head teacher | | Fire plans in place and known by all Staff | Sep24 | Governors approval Spring term 2025 | PEEPS completed and shared with all staff |

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| <p>12) Ensure a thorough transition process takes place for children with AN when moving onto Primary School</p> | <p>SENCo to arrange meetings with primary schools in preparation for transition.</p> | <p>SENDCo</p> | <p>Cost of releasing SENDCo to meet with primary teachers.</p> | <p>Smooth transitions which include nursery, primary and parents.</p> | <p>Sep24</p> | <p>Feedback to governors at TLC meeting</p> | <p>Positive feedback from primary schools</p> |
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Target 2 Improving the Physical Environment

| Target | Action | Staff | Resources and costing | Performance indicators | Time scale | Monitor and review | Evaluation |
|---|--|--------------|---------------------------|--|---|--------------------|--|
| 1) To ensure that children with AN (including medical conditions) can use toilet with support where necessary | Accessible toilet Installed | Head teacher | In place | Children needing extra support are catered for | Installed. Review as and when needed | Head teacher | Completed and now added step in children's toilets too. |
| 2) All children can move freely around the school. Any child needing a wheelchair included | Ramps fitted and door widths appropriate size | Head teacher | In place | All children accessing all areas of the school | Review as and when needed | Head teacher | Complete. |
| 3) All children can reach resources and sit correctly at tables for good posture | Ensure correct sizes available for children, teezee breeze chair or foot block available when needed | SENDCO | Enhanced resource funding | Children can sit comfortably and reach resources | As and when needed | Head teacher | Complete currently but ongoing monitoring required with each new cohort. |

Target 3 Improving the Delivery of written information

| Action | Target | Staff | Resources and costing | Performance indicators | Time scale | Monitor and Review | Evaluation |
|---|---|--------------------------|--|--|------------|--------------------|--|
| 1) Ensure that children with visual impairment can access the curriculum | Make sure we have appropriate resources eg big books, larger puzzles, clear photos, visual timetable, choices board | All staff as appropriate | Cost of new resources if needed: ER budget | All children able to access learning | Ongoing | All staff | Complete following support from teacher from VI service. |
| 2) All children can access written and pictorial information in school as appropriate | Ensure the environment is set up with writing, pictures and photographs that can be seen by all children. Ensure that staff model neat, careful and legible writing | All staff as appropriate | Photocopying and laminating | Children able to see all resources and writing modelled by staff | Ongoing | All staff | Constantly ongoing. |