**Gill Blowers Nursery School**

**DISABILITY EQUALITY SCHEME**

**2019 - 2022**

**Signed ………………….**

**Jo Iddenden**

**Headteacher**

**Signed ………………….**

**Denise Poore**

**Chair of Governors**

**Date to be reviewed: December 2022**

**Gill Blowers Nursery School**

**DISABILITY EQUALITY SCHEME**

**2019 - 2020**

## **Introduction**

Part 5A of the Disability Discrimination Act (DDA) require the governing body to:

* *promote equality of opportunity for disabled people: children, staff, parents, carers and other people who use the building or may wish to; and*
* *prepare and publish a disability equality scheme to show how they will meet these duties.*

This scheme and the accompanying action plan sets out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

* 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;
* improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

**Related Policies:**

* Policy for Inclusion (SEN)
* Equalities and Cohesion Policy.
* Accessibility Plan
* Restrictive Physical Intervention and Positive Handling of Pupils

 **Starting Points**

## **The purpose and direction of our scheme**

The purpose of this scheme is to show how we are going to meet the duty to promote disability equality for disabled children, staff, parents and visitors.

Inclusion and equality of opportunity is embedded in the practice at Gill Blowers Nursery. As a resourced provision for children with severe and complex learning needs we have always been reactive to the needs of all, particularly the children. We have always made adjustments for adults as the need has arisen.

* The involvement of disabled pupils, staff and parents

We recognise that involvement has to be real, that we hear the views of everyone with a disability and that we respond to what we hear. In the light of existing individuals and groups at Gill Blowers Nursery we have made the following actions:

* built a culture of listening to and respecting the views of children, staff, parents and others;
* involved staff and parents in identifying reasonable adjustments.
* In the Autumn Term 2019 questionnaires were sent to parents regarding equality and disability access.18 responses were received and form the basis of the Action Plan. (Copy of results attached)

We will include questions about disability access in the annual questionnaire to parents and revise the Action Plan if required.

* **Information Gathering**

Gill Blowers Nursery complies with:

* the Local Authority policy for information gathering during the recruitment process
* its own Accessibility Plan
* statutory reporting procedures regarding achievement of all children including those with SEN.
* There are annual questionnaires for parents to comment on our services and evaluations at the end of every programme provided by the Family worker.

The staff and Governing Body review policies for all services regularly.

* **Impact Assessment**

The Disability Equality Scheme will be reviewed every three years, in accordance with requirements.

 **Identifying the main priorities for the school’s scheme and deciding actions.**

* **Promoting equality of opportunity**

We are proactive in making reasonable adjustments for disabled children and adults. We do much to promote equality of opportunity for all and to secure participation in every aspect of our provision.

* **Eliminating discrimination**

We are proactive in eliminating discrimination through:

* raising awareness of both staff and pupils
* reviewing and adjusting policies
* raising expectations
* improving communications
* **Eliminating harassment**

We are proactive in eliminating harassment through:

* implementing our Equalities and Cohesion Policy
* ensuring that parents / visitors who assault staff either physically or verbally are removed from the site and the police are called.
* **Promoting positive attitudes**

We have adopted a positive attitude to disability and difference through:

* staff modelling respectful attitudes to everyone
* positive images in school books and other materials
* **Encouraging participation**

We understand that disabled pupils, staff and parents need to participate fully in all aspects of our work. We achieve this through:

* ensuring that all disabled children are included and succeed in all we do,
* all adults wishing to are able to participate in all activities.
* **Taking steps to meet disabled people’s needs, even if this requires more favourable treatment**

We achieve this by making reasonable adjustments to ensure everyone is included without prejudice. Action includes:

* respect for individual people’s needs
* a policy of interviewing all disabled applicants who meet the minimum requirements for a job

 **Making it happen**

* **Implementation**

Eliminating discrimination is fundamental to our work and is embedded in all our practice. An action Plan will be drawn up in response to questionnaires issued to all users in December 2019.

* **Publication and Reporting**

This scheme will be available on request along with other policies.

* **Reviewing and revising the scheme**

This scheme will be reviewed every three years (or sooner if necessary) alongside the Accessibility Plan.

**Disability Equality Scheme February 2019 Responses to Questionnaire**

**Responses: 18**

* Have you or your child any disability? **13**
* Does any member of your extended family have a disability?  **13**
* Does this disability prevent you or any member of your family from accessing this nursery school? All replied no
* Has any disabled member of your family ever been subject to discrimination, harassment or bullying while attending the school ? If so please give details. Two replied *not applicable,* Two left the box blank and fourteen replied no.
* Has your child ever been discriminated against, harassed or bullied while on this site? If so please give details. 14 replied no. Four left the answer blank.

**Physical Environment**

**During your visits:**

* Could you access the inside areas that you needed? All have answered yes
* Could you access outside areas that you needed? All but one answered yes. One answered no due to accessible parking.
* Can you suggest ways in which we could improve our environment inside or outside to improve access for our children, parents, staff and visitors? One replied: “It can get a little crowded in the classroom when picking up or dropping off children. But there is not much that can be done to keep children safe and pick them up quickly.

Another replied “ Yes parking is a major issue of safety and access. I have seen and witnessed many cars damaged. Parking has been inadequately designed and space wasted. If I had a disabled child I wouldn’t been able to park here, access would be impossible due to the parking”

Sixteen of the replies had no reply.

**The Early Years Curriculum**

**During the school day:**

* Does your child need support to access any activities? 5 replied no with one elaborating with “Not that I am aware off.13 replied yes
* Do you feel your child receives this support? 14 replied yes with one elaborating with “My child’s knowledge has broadened since attending nursery”. One replied not applicable, three didn’t reply.
* Do you feel that children with disabilities are fully included in the activities each day? 15 replied yes, one elaborated with “As far as I am aware children with disabilities are catered for and given time to also do the activities and are included where appropriate” Another elaborated with “I haven’t noticed any children with any disabilities, I wold however like to know that they would always be included during activities”. Three replies were blank.

**Access to information**

* Are you always aware of events going on in school? 16 replied yes, one left the answer blank and one replied mostly.
* Do you feel that the information is clear and concise? 15 replied yes, one replied that information given is better in the last year, one left the answer blank and one replied mostly.
* Can you suggest any ways in which we could improve access to information for the benefit of all pupils, parents, staff and visitors? 14 replied no, one elaborated and said that “ I like the way that information is presented (On the white board) Sometimes letters get misplaced” One replied that “Information needs to be repeated on the day the activity is taking place”, Three gave the following suggestions :
* “It would be great if the parents could find out at the beginning of the terms what the curriculum for that term is. This way, we could have a clearer idea of what child is learning / what she should be learning until the end of the term.
* “Email updates”
* “Website, text alerts, online form for parents to talk to keyworkers or email them if needed”.
* If you have any further comments or ideas regarding improved access for pupils, parents, staff and visitors who have disabilities we would welcome your suggestions. This box was left blank on all 18 replies.

**Gill Blowers Nursery School**

**Action Plan 2019**

**This is a joint Disability Equality Scheme Action Plan and Accessibility Action Plan.**

Following a Questionnaire in December 2019 the following areas for improvement were identified:

Questionnaires were given to parents, 18 replies were received. 1 week was allowed for returning the forms.

Reference has been made to the materials in “Implementing the DDA in Schools and Early years Settings”, published by the DCSF.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Area for Improvement | Management, co-ordination and implementation. | Availability of the Plan. |
| Increase the extent to which disabled children can participate in the school curriculum. | Our resourced children have various needs which we respond to quickly when they are offered a place and start attending. This also applies to all other provision. We take advice and include LA advisers when needed.There is a Luton local offer describing support that is available to parents with special educational needs. The school also has a local offer which describes how we meet the needs of these children. | **The Planning Process:**SENCO reports termly to the Governors **Co-ordination:**This isaddressed through SLT and staff meetings.**Other policies and plans:**Links to policies detailed in the Scheme**Implementation:**The SENCO, Ass. SENCO, lead practitioners and Room Leaders are responsible for ensuring all children can access the curriculum.  | We will update the website to allow parents access to reviewed policies and plans.HT to liaise with Admin team to ensure relevant information is on the website.All Policies, Plans and local offer are available to all staff and to parents or visitors on request. |
| Improving the physical environment of the building to increase the extent to which disabled children can take advantage of education and associated services. | Parking – Luton borough council | All staff to direct parents and visitors with complaints to luton borough council as the parking is not something the nursery can improve.HT to ask admin to type a letter to parents informing them about parking around the nursery and to direct them to LBC. |
| Improving the delivery/benefit of information to parents, pupils, visitors and staff | Responses have indicated that some parents would like nursery to look at other ways that information can be re-laid.  | **The Planning Process:**Remind parents/ visitors about our website. Ensure this is up to date.SLT /ML to discuss ways of relaying information ensuring GDPR compliance.**Co-ordination: HT****Other policies and plans: N/A****Implementation**HT/ SLT to ensure this happens.  |

Plan agreed by the Governors: Date: