

**Jakeman Nursery School**  
**DISABILITY EQUALITY SCHEME**  
**Including ACCESSIBILITY PLAN**  
**January 2023**



**Introduction**

This scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of nursery life.

**Jakeman Nursery School** welcomes its general responsibilities under the **Disability Equality Duty** to:

- Promote equality of opportunity between disabled and non-disabled people;
- Eliminate discrimination that is unlawful under the Equality Act 2010:
- Eliminate harassment of disabled persons that is related to their differences;
- Promote positive attitudes towards disabled people:
- Encourage participation by disabled people in public life
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

## Vision and values

At Jakeman Nursery School:

- We are committed to ensuring equality of education and opportunity for all children including those with a disability, staff and all those receiving services from the nursery.
- We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in nursery life. Our admissions policy is fully inclusive.
- The progress and attainment of all children is monitored. The findings from our data and observations are used to highlight where adjustments to the nursery environment may be necessary to ensure access for all children.
- We do not tolerate bullying or harassment of any child, including those with disabilities.
- We follow the policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Partnership (BSCP) which includes the government's PREVENT Strategy. These form our framework for promoting British values; democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faith and beliefs.
- Our staff are well trained.

## Meeting the Diverse Needs of the Community

During the academic year 2022-2023, there are a range of additional needs within the Nursery population. These include:

- Speech & language differences
- Cognition & Learning differences
- Emotional & Behavioural differences
- A range of medical needs
- Autistic Spectrum Condition
- Significant physical needs
- Hearing Impairment

We have some parents this year who have declared a disability (mental health, medical needs)

## What we do to consult with staff, and other professionals, and what are the key issues?

**Issues identified:**

- Staff feeling confident to talk about any barriers they may have.
- Professional agencies being fully involved.

- Further staff training on inclusion, code of practice and inclusive strategies.

#### **How are we developing this?**

- At staff induction, new members of staff are invited to identify any additional needs they may have.
- All staff have supervision termly, where they have the opportunity to identify and discuss any barriers that may affect them.
- A designated 'mental health first aider' is available to support emotional difficulties.
- We are working closely with the Educational Psychology Service (EP) to develop a supportive practice for children with ACEs (Adverse Childhood Experiences) and ensure a number of staff are trained in TIA (Trauma Informed Approach)
- We work closely with the Communication & Autism Team (CAT), using the AET Competency and Progression frameworks to further develop skills and knowledge to support children with communication and interaction differences.
- We work closely with PDSS (Physical Disabilities School Service) to ensure all staff have the required skills and knowledge to support children with physical differences.
- We will be working closely with PSS (Pupil Support Service) to support children with their learning.
- We work closely with a SALT who supports children and staff fortnightly
- Specific training for acquired brain injury and sickle cell

#### **What we do to consult with parents and any other community users, and what were the key issues?**

##### **Issues identified:**

- Early identification of children with additional needs
- Inclusive education for all children
- Parents having and voice and appropriate support
- Parents being fully informed of processes and how they and we are supporting their child.

#### **How are we developing this?**

- Parents have daily opportunities to raise issues or concerns with staff.
- Parents are able to discuss issues and concerns with the qualified Teacher and SENDCo Support
- We undertake termly parental consultations during the year and seek written feedback from parents at each of these key points.
- Individualised targets and plans are reviewed regularly, in discussion with parents.
- Forging closer links with professionals at local Child Development Centres/Health visiting Teams
- Parents are invited to monthly coffee mornings, where they can receive advice, training, signposting to other supportive agencies.

#### **Who Contributed? (including nature of their disabilities)**

- We consult individually with parents of all children with additional needs (as above).
- Parents are invited to feedback on the SEND provision in the Nursery, including the SEND Information Report (Local Offer).
- When we have parents with a disability, we ask them how we can help them to access information, and invite them to identify other ways in which the Nursery can support them.
- We will refer to other supportive agencies when appropriate, including Children's Centres.

### How we have gathered information about what we already do well:

We recognise that our policies and practices may impact upon disabled people and, in particular:

- on the recruitment, development and retention of disabled employees
- on the enjoyment and achievement of children with disabilities
- on how parents are able to access our services, and acquire the information they need

In devising this scheme, we have taken into consideration a wide range of information concerned with, for example:

- Children's achievements: ES/SSPs (Early Support and SEND support plans), EHCPs (Education & Health Care Plans) and SSPPs (School Provision Plans), EYFS observations and assessments
- Induction, admission, and transition
- Employing, promoting and training adults with disabilities
- The nursery environment

### Examples of what we already do to fulfil the General Duty:

#### **Children**

- Use resources which have positive images of disability.
- Offer all qualifying children a place in the Nursery regardless of disability, including behaviour needs, if an appropriate place is available.
- Have meetings with parents of children with disabilities on induction to ensure that reasonable adjustments are made.
- Quality assessment and monitoring of children with disabilities. EYFS assessment Data is updated and tracked termly. Children with additional needs are tracked and assessed using an EYSP (Early Years Summary Profile), which breaks down the Development Matters statements into achievable goals.
- Ensure that staff are trained to meet the needs of children with disabilities (e.g. Makaton, medical needs training and autism training)
- Provide additional support for children with disabilities through early support and SEND plans, and through a differentiated approach, including additional funding if appropriate.
- Provide additional support for children with SEND through School Support Provision Plans and EHCPs when appropriate.
- Make reasonable adjustments to the Nursery environment and provide (or loan) equipment for children with disabilities, as

appropriate.

- Ensure that all children have access to appropriate visits and outings, and that additional needs are catered for unobtrusively.
- Ensure quality individually planned transitions for children with disabilities, across the setting and onwards to other provision.
- Arrange special diets for children where appropriate.
- Accept children who are not toilet trained and work with parents on toilet training when developmentally appropriate.
- Support parents of children with disabilities to access services for their children
- Offer to accompany parents on visits e.g. professional appointments, visits to Primary and specialist provision
- Provide a copy of the schools SEN information report (Local Offer) on induction
- Signpost to Birmingham LA Local Offer
- Provide additional information regarding the EHCP process and school choices.
- Direct contact with the Executive Head Teacher (EHT)/ Qualified Teacher and SENDCo Support via email & mobile phone.

#### **Adults**

- Provide individual interviews for parents who have disabilities themselves.
- Provide information in a range of formats, including on the internet through the Nursery website, verbally and through augmented communication systems.
- Develop and maintain excellent links with other professionals, to ensure that the Nursery's provision is as good as it can be

**What we need to do? (ACTION PLAN)**

Objective	Accessibility code*	ACTIONS			How we will measure the impact – what evidence we will collect	When we want to achieve our objective (date)
		How we will we do it	Who will do it	Who and what we need to help us		
<p>Respond to increasing numbers of children with disabilities being referred to the Nursery for places by ensuring provision is differentiated and appropriate but supports the inclusion of children.</p> <ul style="list-style-type: none"> <li>• Placing children in spaces best suited to their needs and developmental levels</li> <li>• Providing training for staff to enable them to understand and support the needs of children with SEND</li> <li>• Continue to implement the use of intervention groups to support a differentiated environment.</li> </ul>	<b>INFORMATION/ ENVIRONMENT/ CURRICULUM</b>	<p>Gathering information from parents and professionals about children’s specific needs; by:                      Induction                      Transition visits to previous settings                      Creating strong links with HV, ESS, CDC, ED Psych, SLT and CAT</p> <p>Identifying training needs based on the children in the setting including those with medical needs</p> <p>Regular SEN audits &amp; learning walks with SEN Governor</p>	EHT/SENDCo Support/ Qualified Teacher/Key person	EHT/SENDCo Support/Teacher Advice & Liaison from external professionals Sensitive conversions with parents.	Children with SEND who attend the Nursery will be included in terms of learning needs and care and make progress from their starting points. Staff will be confident in including all children and differentiating provision.	On-going through the year and as children are identified.

<p>Ensure an up to date Provision Map is place for Big Nursery and Little Nursery</p>	<p>INFORMATION</p>	<p>Raise staff awareness of who children and parents with SEND are.</p>	<p>EHT/Teacher and SENDCo Support to share information with staff from each team</p>	<p>EHT, SENDCo Support &amp; Teacher</p>	<p>Monitor progress of disabled children (assessment summaries and ES/SSP targets). Monitor parent evaluations (Executive Head Teacher)</p>	<p>Termly briefings. Ongoing good practice.</p>
<p>Record incidents of discrimination against children with SEND.</p>		<p>Staff to be made aware how to report and record incidents to BECO/HT.</p>	<p>Executive Head Teacher briefing to staff, and Governors.</p>	<p>EHT time  Process of recording to be in place.</p>	<p>Monitor incidents over time.</p>	<p>Termly report to Governors and staff.</p>
<p>Ensure all staff have an understanding of the SEN code of practice.</p>		<p>Revisit Staff Training on AET level 1 and the new code of practice. Staff made aware of changes and how best to create an inclusive environment. Staff training for specific needs.</p>	<p>SENCO Support (Tier 3 Trained)</p>	<p>SENDCo Support Time for INSET</p>	<p>Feedback and evaluation pre and post training for staff.</p>	

<p>Ensuring differentiated curriculum for children with SEND. Children having individualised targets and planning</p>	<p>CURRICULUM</p>	<p>Continue to develop intervention groups. Appropriate staff training both externally and in house with visiting professionals</p>	<p>EHT, Teacher and SENDCo Support to monitor</p>	<p>Training for staff on communication systems, WELLCOMM Visits to other setting to see inclusive practice.</p>	<p>Gap analysis for children with SEND Monitoring via assessment tracker. WELLCOMM screening termly and targets set (Communication Champion/ DLP)</p>	<p>Ongoing good practice.</p>
<p>Embed the use of Makaton and Communication in Print throughout setting, initially with staff and extend to parents Display Makaton and widget symbols throughout the setting</p>	<p>ENVIRONMENT</p>	<p>Continue to develop staff confidence through practice and use Workshops and coffee mornings with parents “Sign of the Week” to be shared on Social Media and Tapestry/</p>	<p>Trained staff</p>	<p>Training time and practice. Weekly planning session for trained staff</p>	<p>All staff competent in using Makaton and widgets as a means of communication. Children use Makaton and widgets as a means of communication</p>	<p>Ongoing good practice.</p>

**Accessibility code**

**I:** Improving the delivery of **INFORMATION** so that it is accessible to everyone

**C:** Increasing the extent to which everyone can participate in the Nursery **CURRICULUM**

**E:** Improving the physical **ENVIRONMENT** to ensure all children can have access to all provision

**Reporting arrangements**

**Termly report to Governing Body by EHT**

**Review date: September 2023**

**Senior person responsible: Executive Head Teacher – Samantha Richards**

**Designated member of staff: Janine Maidment (SENDCo Support) (Level 3 SENDCo Award)**

**Qualified Teacher: Jason Lee**

**Designated Governor for SEN: Lorna Rose**