

# ROTHESAY NURSERY SCHOOL

## DISABILITY AND EQUALITY SCHEME

The three year period covered by the disability equality scheme is September 2015 to September 2018.

### Introduction

The Disability Discrimination Act (DDA) requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.
- Prepare and publish a disability equality scheme to show how they will meet these duties.

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

The DDA requires the governing body to plan to increase access to education for disabled pupils in 3 ways:

1. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
2. Increasing the extent to which disabled pupils can participate in the school curriculum;
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

All information that is gathered will be treated confidentially and in compliance with Data Protection.

### 1. The Purpose and Direction of the School's Scheme

The purpose of Rothesay Nursery School's scheme is to show how we are going to meet our duty to promote disability equality for disabled pupils, staff and parents. Our vision reflects the six elements in the general duty which are:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

### Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities.

## **2. Involvement of Disabled Pupils, Staff and Parents**

This scheme has been developed in consultation with all stakeholders.

The school has involved in the development of its scheme, disabled people who appear to the school to have an interest in the way it carries out its functions.

The school has included in its scheme a statement about how it has involved disabled people in the development of its scheme.

Rothesay is an inclusive school and we aim to meet the needs of all who use our school environment. We are aware of the need for sensitivity and confidentiality when gathering information. The information gathered allows us to enhance our provision to benefit all stakeholders.

We have included all pupils, staff and parents, carers and other users of the school in constructing our plan. We have achieved this by consulting with:

### Governors

An audit of the access and equality documents is completed at governors. We also use the audit forms from the DfE.

### Parents

Parents complete a questionnaire and coffee mornings are arranged to discuss the documents. Information is displayed in the entrance hall. For families with an identified disability they have a one to one meeting with our Family Worker.

### Children

The views of children are sought at circle time and PSE sessions. Staff carry out observations to ensure accessibility of the whole curriculum. A termly audit of accident forms is undertaken by the Health and Safety sub committee.

### Staff

Staff complete an audit questionnaire and undertake DDA CPD training.

### Other Stakeholders

Views were sought from groups using the school site for meetings, adult education and extended school provision and this is reflected in the choice of rooms and facilities used within the building.

### **3. Information Gathering**

As part of our involvement of disabled pupils, staff, parents and stakeholders we have stated how we will gather information that will impact on all school policies and procedures. We adhere to Luton Borough Council guidance in all matters linked to recruitment, retention and development of staff, whether or not they are deemed to have a disability by the definition. Personnel audits are completed annually by all staff and the data is held on file.

The educational opportunities available to and the achievements of disabled pupils are evaluated throughout the year via our entry and exit baselines, the Foundation Stage Profile and individual profiles. Where necessary a differentiated curriculum is applied and this is highlighted in our schools provision mapping. Our SEN database is used to note the number of disabled pupils and the specific nature of their impairments. A copy of this is shared with the local authority and the data is used in our SEF to aid school improvement.

Information gathered from all stakeholders through a variety of media is evaluated by full governors and any appropriate and reasonable adjustments are built into the scheme and plan for the following year. This will highlight the priorities for the next year.

All our school policies state that no child will be discriminated against due to a disability and our equality policy defines our anti discriminatory practice throughout all aspects of school life.

### **4. Impact Assessment**

The impact of our current disability equality policy will be ongoing over the lifetime of the scheme. Disabled people will be involved in prioritising what is to be looked at first. Impact Assessment will be incorporated into the school's planned review and revision cycle of existing policies and will also be incorporated into the process of developing new policies.

### **5. Identifying the Main Priorities for our School's Scheme and Deciding our Actions**

Our action plan to promote equality of opportunity addresses the six elements of the general duty as noted earlier in this document. The priorities for each element have been identified through the information gathering process.

#### Promoting Equality of Opportunity

As a resourced Nursery School all staff have undergone focussed training on promoting equality of opportunity. When new staff are appointed this is a priority within their induction CPD. Key Staff have identified responsibility to ensure we comply with all current legislation and best practice. When a family is identified as having additional needs, for example, through Early Years Panel, steps are taken to ensure that they will have equality of opportunity at our nursery.

### Eliminating Discrimination

We encourage respect between individuals by increasing their understanding of the groups to which they belong. We ensure we give equal status to all pupils as individuals and as members of ethnic and cultural groups. We ensure that all books and resources reflect a positive attitude and image. All of these are achieved through positive role modelling by the staff and focused CPD on an ongoing basis linked to the identified priorities.

All incidents of discrimination are recorded and monitored for patterns of behaviour. Once any act of discrimination has been made and investigated the same procedures as noted in 'Eliminating Harassment' below are followed.

### Eliminating Harassment

All incidents of harassment are recorded and monitored for patterns of behaviour.

Once a disclosure of any kind of harassment has been made it will be treated with sensitivity and the appropriate procedure will be followed, for example:

A member of staff to a member of staff	disciplinary procedure
A member of staff to a child	disciplinary procedure
A member of staff to a parent	disciplinary procedure
A parent to a member of staff	LBC Red Card System
A parent to parent	LBC Red Card System
A child to a child	in consultation with parents a behaviour modification plan is put together with a monitoring and evaluation process linked in.

All play activities reflect an anti harassment/anti discriminatory approach.

### Promoting Positive Attitudes

To ensure all new resources reflect the positive aspects of our school community. An example of this would include books, pictures and multi media, all reflecting the positive ethos of the school. People contacting our school are greeted in a warm, courteous manner, be this in person, on the telephone or via email. Staff are role models displaying respectful attitudes to disabled pupils, staff and parents.

### Encouraging Participation in Public Life

All children take an active role in all the schools activities and special celebrations. This is shown through the positive images of these events that are displayed throughout the school.

### Taking Steps to Meet Disabled People's Needs, Even If This Requires More Favourable Treatment

We have special facilities for some of our community, for example our SEN bathroom, multi sensory room, clean room, Communication groups, Language groups, specific resources linked to individuals , 1 to 1 assistance at meal and snack times to aid feeding programmes and additional staff that are targeted to

support individual pupils. Rothesay Nursery Schools recruitment procedures ensure that all candidates who meet the minimum criteria for an advertised post will be given an interview.

## **6. Making it Happen**

### Implementation

Action plans are to be sufficiently explicit to enable the school to judge whether or not their targets have been achieved. Action plans show:

- Clear identification of priority
- Clear allocation of lead responsibility
- An indication of how this will be achieved
- An indication of expected outcomes, performance criteria for monitoring and evaluation
- Clear timescales
- A specified date and process for review

Our disability equality scheme incorporates the school's entire accessibility plan.

Our governors will consider how the priorities identified in our Disability Equality Scheme fit in with other priorities that our school has to address.

The monitoring and evaluation of the effectiveness of our Disability Equality Scheme will be in our discussions with:

- Our School Improvement Adviser
- Ofsted, when our school is inspected and will form an integral part of our SEF

The full scheme and accessibility plan, along with the monitoring process will be available for any audit – internal/external – benchmarking/moderation process.

## **7. Publication**

Our school's scheme is published as a separate document. It is clear when looking at this publication that it has integral links to other school documents such as the equality policy, school improvement plans and our Self Evaluation Form. Copies are available on request.

Rothesay Nursery School has published a single document to serve as both our Accessibility Plan and our Disability Equality Scheme.

## **8. Reporting**

We are required to report on our scheme annually.

Termly reports via the Planning and Curriculum sub committee on our Disability Equality scheme will be followed by a statement within our Annual Report to

Parents from the Governing Body. This will encompass the progress and the effectiveness of the scheme. Our school prospectus will also report on our accessibility plan.

## **9. Reviewing and Revising the Scheme**

Our Disability Equality Scheme will be reviewed annually, ensuring all staff are kept updated with policies and procedures.

Parent's views will be sought in relation to the progress made with the identified priorities and the impact that this has had, on the outcomes for disabled pupils, staff and parents.

Once the above has been completed, the information gathering process will start again to identify new priorities and an amended action plan. This will involve pupils, staff, parents and stakeholders.