

Disability Equality Scheme / Accessibility Plan

The school is committed to ensuring equal treatment of all its children, employees and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practices and service delivery.

We aim to develop a culture of inclusion and diversity in which all people including those with disabilities are able to participate fully in school life. The achievement of children with disabilities will continue to be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school. This scheme should be read in conjunction with our Equality Policy 2016

This duty requires schools to produce an Accessibility Plan, published and evaluated annually, which identifies the action the schools intends to take over a three year period to increase access for those with a disability in three key areas.

The three areas are:

- - Accessibility in terms of the building/
 - access to the curriculum,
 - training of staff

In addition, the Disability Equality Duty (2019) required all schools to:

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

1A: The purpose and direction of the school's plan: vision and values

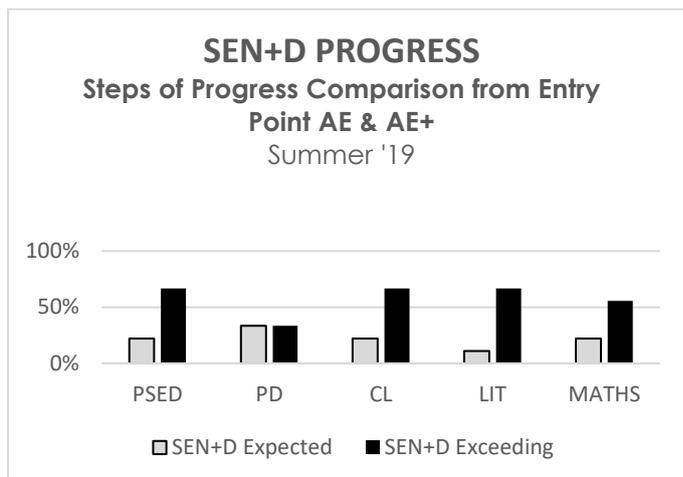
The school access plan will focus on removing barriers to access and positively promote the involvement and successful participation of pupils with disabilities.

Wentworth Nursery School and Children's Centre has high ambitions for all its pupils and expects them to participate in, contribute to and achieve in all aspects of school's life.

Wentworth Nursery School and Children's Centre is committed to equal opportunities as determined Equality Policy 2016

1B: Information from pupil data and school audit

Information regarding our leavers July 2019 illustrate all children, including children with SEND, children who have English as an additional language and Black Caribbean children make excellent progress during their time at Wentworth Nursery School.



| Progress | EYPP AE & AE+ | Non-EYPP AE & AE+ |
|-----------------|---------------|-------------------|
| PSED | 92% | 95% |
| PD | 83% | 91% |
| CL | 92% | 93% |
| Literacy | 100% | 91% |
| Maths | 92% | 95% |

2A: Increasing the extent to which disabled pupils can participate in the school curriculum.

- The school recognizes that early intervention is essential and at Wentworth we seek to identify special needs early on and to plan for intervention through observations and discussions with colleagues; with the child's keyworker taking the initial lead.
- We discuss concerns as early as possible with parents and seek to work in partnership with them.
- We recognise that parents are the experts on their child, and it is through partnership working that we can achieve the best for the child.
- We have some additional staff who are available to support some children with complex special educational needs.
- We have specific structures in place to review children with parents/carers and where applicable with wider professionals including: Support Plan Reviews (reviewing specific strategies and targets), Multi-Professional meetings to share knowledge about a particular child
- We work in partnership with multi-disciplinary professionals including an Educational Psychologist, Speech and Language Therapist and Specialist Teacher.
- We use our budget to employ a Speech and Language therapist to support the effective enhancement of children's communication and language development.
- We run specialist interventions including: Lego Therapy, Intensive Interaction and symbolic play sessions to enhance children's learning.
- **The Individual Needs** staff meeting (at least once every half term) is the forum for:-

2B: Improving the physical environment of the school.

Proforma action plan

Aims

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

| <u>Action</u> | <u>Success Criteria</u> | <u>Lead Person</u> | <u>Timescale</u> | <u>Review</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------|-------------------------|------------------------------------------|
| Agree targets in three key areas and ensure that these are included within the School Improvement Plan and that resources are identified to ensure their implementation | The actions are in the plan and costed with a timescale for delivery | MES/MD | Oct 2010 - 2013 | Oct 2011 |
| Increase access to the curriculum by: | To review curriculum and outcomes of all children | BH | Academic year 2019-2020 | Curriculum committee Spring term 2020 |
| Increase access to the physical environment by: | Large pod provided with ramp to promote access by all children including children with walking impairment | BH | Summer term 2019 | Completed September 2019 |
| To establish clear staffing structure that includes the SENCo role. | SENCo role is included within new staffing structure but not within the remit of the HT. | BH | Spring term 2020 | Resource committee 2020 |
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