**Rainhill Community Nursery School - Accessibility Plan**

**3-year period covered by the plan: January 2020 – January 2023**

**Overarching statement**

In accordance with our mission statement and aims as a school we pledge to respect the equal human rights of all our pupils and users and to educate them about equality and diversity issues.

We will also respect the equal rights of our staff and other members of the school and local community. In particular, we will comply with relevant legislation and implement school plans in relation to equality and diversity, with particular awareness of the following areas:

|  |  |
| --- | --- |
| * Age * Disability * Race * Religion or Belief * Sex | * Sexual Orientation * Transgender * Pregnancy and Maternity * Marriage and Civil Partnerships |

The school is committed to ensuring all **REASONABLE, PRACTICAL AND PROPORTIANATE** steps are taken to ensure Equality and Diversity for our children, staff, parents, users and visitors. The school will work towards:

- Eliminating discrimination

- Advancing equal opportunity

- Fostering good relations

**Background Information**

Rainhill Nursery School is the only Local Authority Maintained Nursery School In St Helens. The school serves a predominantly White British community drawn from a mixed council and private housing estate. The village of Rainhill is bordered at each end by different Local Authorities - Warrington at one end and Knowsley at the other, and a number of applications are received each year from families in the neighbouring Local Authorities. Much of the housing stock is owner-occupied although there is also an area of significant deprivation.

The school provides term time education to 80 part time 3 and 4 Year Old Children and to 8, 2 Year Old children per session. Children access their free entitlement from the term after their second or third birthday and where possible rising threes are admitted. The nursery has up to three intakes during the year; September, January and April. At any time in 3 and 4 year old provision there will be a mix of N1 and N2 children. The school provides breakfast, lunch, sessional and afterschool care and working parents can access the free entitlement to 30 hours provision.

**Staff and Leadership Development**

**Our Equality and Diversity champions for the School are:**

|  |  |
| --- | --- |
| * **Emma Nicholson** – Head of School * **Jessica McGuire** – Class Teacher (briefing November 2019) | * **Jo Roberts** – Governor (briefing November 2019) * **Ty Armario** – Chair of Governors (briefing November 2019) |

All staff have been briefed on this issue in November 2019. Equality and Diversity Objectives are reviewed at staff meetings and annually by the SLT and the Governors.

**Publication and review**

As a public document, the school governors publish it by making it available on request. The policy will also be published on our website.

**Other relevant policies**

The SEND Policy and SEND school offer includes information on:

|  |  |
| --- | --- |
| * how the individual needs of all children will be met * how children with disabilities and/or special education needs will be included, valued and supported, and how reasonable adjustments will be made for them | * how the SEND Code Of Practice is put into practice * how we work with parents and other agencies |

**Who is responsible?**

**The governors are responsible for:**

|  |  |
| --- | --- |
| * making sure the School complies with the relevant equality legislation ; and | * making sure the School Equality Scheme and its procedures are followed. |

**The head teacher is responsible for:**

|  |  |
| --- | --- |
| * making sure the School Equality Scheme and its procedures are followed; * making sure the equality objectives are readily available and that the governors, staff, pupils, and their parents and guardians know about them; * producing regular information for staff and governors about the objectives and how they are working; | * making sure all staff know their responsibilities and receive training and support in carrying these out; and * taking appropriate action in cases of harassment and discrimination * ensuring that all reasonable, practical and proportionate steps have been taken to ensure equality and diversity issues are appropriately managed. |

**All staff are responsible for:**

|  |  |
| --- | --- |
| * dealing with racist, homophobic and other hate-incidents; * being able to recognise and tackle bias and stereotyping; * promoting equal opportunities and good race relations; | * avoiding discrimination against anyone for reasons of ethnicity, disability, gender, sexual orientation, age or pregnancy * keeping up to date with the law on discrimination; * taking up training and learning opportunities. |

**The Headteacher is responsible overall for:**

* dealing with reports of hate-incidents.

**Visitors and contractors are responsible for:**

* knowing, and following, our Equality & Diversity Policy.

**Accessibility Plan**

**Introduction**

This plan sets outs how Rainhill Nursery School will work to promote equality and diversity for age, disability, race, religion or belief, sex, sexual orientation, transgender, pregnancy and maternity.

This plan addresses our specific duties under the Equality Duty. Objectives are gathered by listening to our staff, children and parents and by looking at the schools progress and attainment data. The plan outlines the proposals of the governing body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum

2. Improving the environment in the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;

3. Improving information delivery to pupils with disabilities.

The governing body also recognizes its responsibilities towards employees with disabilities and will:

* Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
* Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with – parents of pupils, employees, governors and external partners.

**Rainhill Community Nursery - Accessibility Plan 2020-23**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Target** | **Strategy** | **Timescale** | **Responsibility** | **Outcome** | **Review** |
| To be aware of the access needs of disabled children, staff, governors and parents or carers. | All staff including school office staff, to be vigilant in recognising poor literacy skills in parents and offer support to families when forms require completion.  Use induction meetings to liaise with parents about any disabilities or difficulties they may have. | Continuously monitored to ensure any new needs arising are met. | Headteacher / SENCO | All staff and governors are confident that their needs are met. Parents have full access to all areas. SEND Support Plans are in place for disabled children. |  |
| Indoor and outdoor provision is laid out to ensure accessibility by all children. Adults are also deployed to facilitate this. | Ongoing review of accessibility of provision according to presenting needs. | Ongoing process | Headteacher / SENDCO / class teacher | All children are able to access the indoor and outdoor environment. |  |
| Staff continue to be able to meet the needs and secure the progress of children with social, communication and language difficulties (SCLD), drawing on support from external agencies as appropriate. | Review progress of this vulnerable group and plan interventions to accelerate progress as required. | Ongoing | SENDCO / class teacher | SEND Support Plans and interventions are in place for children with SCLD to ensure they make at least good progress from their individual starting points through intervention and personalised support. |  |
| |  | | --- | | Fostering Good  Relation-  Ships and promoting positive role models | | Continue to develop the skills and knowledge of SEND support staff to ensure they work with a range of pupils, making sure that all staff and teachers take responsibility for progress of SEND children  Continue to challenge stereotypes during play and conversation with children. Encourage visitors to meet children to help give children diverse experiences and role models | Ongoing | All staff | All staff working with SEND children to improve skills and knowledge  Positive role models provided to children |  |
| Ensure Care Plans are in place to address the needs of children with medical conditions. | Gain information from parents and professionals regarding the child’s needs and produce care plan accordingly. Ensure all staff are aware of the condition and an appropriate number trained in dealing with the medical condition. | Ongoing process | SENDCO / class teacher | Care Plans in place for children with medical conditions. All staff are aware of procedures in the event of an emergency. |  |

Agreed date: January 2020

Review date: December 2023