

Willow Nursery School

Disability Equality Scheme

Introduction

Duties under Part 5A of the DDA require the governing body to:

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

The scheme and the accompanying action plans set 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.

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

The purpose and direction of the school's scheme:

Vision and values

Vision statement

Our vision at Willow Nursery School is:

For the children....

- To be welcomed into the school community
- To be valued as an individual
- To be offered the opportunity to participate in a variety of experiences that will enhance their skills and knowledge
- To be encouraged to be independent in their thinking and learning
- To learn through play and through first-hand experience
- To have access to a meaningful, focused, enjoyable curriculum
- To develop a sense of kindness and respectfulness
- To develop the qualities of confidence, enthusiasm and tolerance and perseverance
- To become prepared for the next stage of their education

For the parents/carers.....

- To be provided with a welcoming environment
- To be valued as individuals
- To have a positive experience of their children's first steps into the educational system
- To work in partnership with the school staff in a spirit of mutual respect, honesty and openness
- To be informed about the curriculum and experiences that are available in the Nursery
- To be aware of and share in the values of the school community

For the staff.....

- To work within an atmosphere of mutual kindness, honesty and respect
- To work with a sense of commitment to the children, parents and staff team
- To have the opportunity to develop their own expertise, knowledge and skills

For the governors...

To work in partnership with the staff

To be involved in the life of the school

To fulfill their roles and responsibilities with commitment and enthusiasm

Our vision statement applies to all pupils, parents, staff and governors, regardless of ability or disability.

The school's plan seeks to address disability equality in the following areas:

1. Promoting equality of opportunity. This includes the steps we are taking to improve accessibility for our pupils, staff, parents, governors and visitors. Please refer to the school's accessibility plan for further details.

2. Eliminating discrimination.

3. Eliminating harassment

4. Promoting positive attitudes

5. Encouraging participation in public life

6. Taking steps to meet disabled peoples' needs, even if this requires more favourable treatment.

Involvement of disabled people in developing this scheme.

- The school has contacted the Disability Resource Centre on Poynters Rd, Dunstable. This is an independent resource centre and registered charity

- The school has also contacted: Scope; Dyspraxia Foundation; RNIB.

- A questionnaire has been issued to all parents, staff and governors, asking whether they or their children have any disabilities, what the nature of the disability might be and whether the school could be doing anything further to accommodate this disability

The school's "new starter" form identifies where pupils or parents/carers have disabilities. When this happens, the school contacts the individual to find out what adjustments can be made to accommodate the child or adult. A termly audit for Equal Opportunities identifies children with disabilities and outlines the adjustments and provision that are being made to meet their needs.

How we intend to gather information on the effect of our policies and practices on disabled people

a) Recruitment, development and retention of disabled employees

- A questionnaire was issued to staff to ascertain whether any member of staff had a disability and what the nature of that disability might be
- Local authority guidelines ensure that all new applicants who meet the essential criteria are offered an interview and are considered on their abilities
- Local authority guidelines ensure that any “reasonable adjustments” to working arrangements or the working environment are carried out so that disabled employees are able to do their job effectively
- Where there are disabled employees in the school, they would be asked annually whether there is any more that can be done for them to make sure they develop and use their abilities at work
- Disability awareness training is provided for all staff
- Where there are disabled employees on the staff, the above commitments will be reviewed each year and any improvements will be planned

b) Educational opportunities available to and achievements of disabled pupils

- In the academic year 2011/12, the school had one child who was blind.
- The “new starter” form asks parents to identify any disabilities their child might have. This information is collated into a whole-school “medical conditions” list.
- The school tracks the progress of all its pupils. This includes tracking the progress of children with disabilities against the cohort as a whole. Half-termly tracking observations of all children are carried out within the school. This includes half-termly tracking of children with disabilities. IEPs are drawn up for children with disabilities, where appropriate. Children with disabilities are included in all school trips. Children with disabilities have the same entitlement to activities within school (yoga, playball) as those without disabilities and take part as appropriate to their abilities. Children with disabilities have the same access to before and after school activities as the children without disabilities

c) Information on other disabled people using our services

- Our new starter form asks for details of any disabilities that parents or carers might have

- A questionnaire to parents, staff and governors asked for details of any disabilities. This included a definition of disability and asked that any adults with disabilities work with us to improve our levels of accessibility.

How we will use the information gathered.

- The information gathered will be used to draw up the school's accessibility plan.

- The accessibility plan will be shared with staff and governors and will be available to parents and visitors via the school website.

- The accessibility plan will be reviewed annually.

- Information will be gathered annually and will inform subsequent reviews of the accessibility plan.

Next review: June 2014