

HINDLEY NURSERY SCHOOL

CHILDREN & YOUNG PEOPLE'S SERVICES

# Equality & Diversity Policy & Accessibility Plan 2017-2021

*“Supporting our community to enable a positive start for children”*

## 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 PROPORTIONATE** 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**

Hindley Nursery School is a predominantly White British community. Hindley is within the Hindley Abram Township in which 18% of working age people claim out of work benefits. The percentage of 16-18yr olds not in education or training is above the Wigan Borough average. The median percentage of households experiencing fuel poverty in Hindley Abram is 14% compared to 11.5% in England. Over a third of incapacity benefit / severe disablement allowance claimants in the borough claim for mental illness. In Hindley Abram this is 36% of claimants. The local area also has high levels of teenage pregnancy and obesity.

### **Staff Development**

Our Equality and Diversity champions for the School are:

Rachel Lewis – Headteacher (full training May 2012)

Karen Molyneux – Business Manager (full training May 2012)

Representative from all staff teams have had received Equality and Diversity Training in November 2012. 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

The Early Years Foundation Stage Policy includes information on:

- how the individual needs of all children will be met
- how we work in partnership 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 out how Hindley 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.

	<b>Actions</b>	<b>Whom</b>	<b>When</b>	<b>Outcome criteria</b>
Promote equality and diversity and monitor practice	Continue to ensure that the data reports monitor the attainment and progress of vulnerable groups, including boys, girls, 2yr olds, EYPP and summer born.	HT	Short term	All staff to monitor the attainment and progress of the children in their key group. Teachers to be able to compare the attainment and progress of different groups
	Provided relevant equality and diversity training and CPD for staff from all teams across the school and Centre	HT	Short term	All staff to access training
	Equality and Diversity Policy & Accessibility Plan disseminated to staff teams	HT		All staff to have awareness of policy & plan
Advancing equal opportunity	Continue to improve access to services for socio economic groups by ensuring support provided by the pastoral worker. Focus on attendance for 2yr old provision.	HT	Medium term	Attendance improves for targeted groups.
	Ensure that targets from the integrated review for vulnerable 2yr olds are better targeted to their learning and development needs	HLTA		Clear targets in place that link to gaps in the EYFS tracker
	Improve children's	HT	Medium	Children making

	attainment within Literacy with a particular focus on EYPP children by introducing helicopter stories and Talking tables strategies			outstanding progress in CLD
Fostering Good Relationships 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	DHT	Short term	All staff working with SEND children to improve skills and knowledge
	Continue to challenge stereotypes during play and conversation with children. Encourage visitors to meet children to help give children diverse experiences and role models	DHT / Teacher	Medium term	Positive role models provided to children
Improvements in access to the curriculum	To improve training and support for staff members to ensure they have the skills to support pupils with SEND	DHT	Medium Term	Staff members have the skills to support SEND
	To continue to	DHT	Medium	SEND children

	<p>improve provision for children with SEND in the learning to learn group and disseminate this good practice across Wigan and beyond.</p> <p>Continue to identify pupils who may need additional or different provision due to SEND as early as possible through inspire, home visits and CC activities</p>	HLTA / pastoral	<p>term</p> <p>Medium term</p>	<p>have their learning and developmental needs met during group time</p> <p>Children with SEND are identified at the earliest opportunity</p>
Physical improvements to increase access	<p>Complete annual review of asset management plan, review buildings conditions survey.</p> <p>Review the annual intake of children to ensure that those with physical needs adjustments are made to improve their accessibility</p>	<p>SBM</p> <p>DHT</p>	<p>Long term</p> <p>Medium term</p>	<p>Ensure the building is accessible to children, parents, staff etc. with SEND</p> <p>Reasonable adjustments made for individual children</p>
Improvements in the provision of information in a range of formats for disabled pupils / parents	<p>Use SEND policy and practice to create user friendly SEND school offer for website</p> <p>Ensure parents with SEND have their needs met at the school and CC e.g.</p>	<p>DHT</p> <p>CC Co-ordinator</p>	<p>Short term</p> <p>Medium term</p>	<p>SEND school offer in user friendly question and answer format on website</p> <p>Parents with SEND have needs met</p>

	interpreters Link workers Access to information			
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### **Monitoring and Reporting**

The objectives for the accessibility plan will be regularly monitored through:

- School Self Evaluation
- Talking and observing children, staff and parents
- Data analysis of progress and attainment data
- Analysis of CC membership data

Progress on the actions from this plan will be reported to the Governing Body.

**Signed on behalf of the Governing Body:** \_\_\_\_\_

**Date:**

