Disability Equality Scheme and Accessibility Plan for Ripley Nursery School

2026- 2029

Introduction

This plan outlines how Ripley Nursery School aims to improve access to education for all pupils with a disability as required by the Equality Act 2010, which replaces all previous equality legislation.

This plan sets out the proposals of the Governing Body of Ripley Nursery School to increase access to education for disabled pupils and parents/ carers in the following areas:

- Participation in the curriculum for pupils with a disability
- The environment of the school
- The delivery of information to pupils and families
- Equality and inclusion

It is a requirement that the school's Disability Equality Scheme (DES) and Accessibility Plan are resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Contextual Information

The school is a one storey building with wheelchair access both indoors and outdoors. The doors are security locked with buttons high up due to the age of our children. Our office or school staff are always available to support entry into and around the school. The layout of the school facilitates relatively easy access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access and there is a disabled toilet near to the entrance. Access to the outdoors is flat and not inhibited.

Ripley Nursery School is committed to improving disabled access and takes account of the needs of pupils, staff, parents/carers and visitors with physical difficulties, learning difficulties, sensory impairments and a range of other special educational needs. When planning and undertaking future improvements of the site and premises, the needs of pupils, staff, parents/carers and visitors will be considered. Past refurbishments have included disabled toilets and the ramps to all main access and exit points and a designated car parking space. Any

specialist equipment or physical aids needed to access the curriculum will be purchased as required, if not already available in school. Professional advice may be requested for certain items.

Ripley Nursery School is responsible for providing a broad and balanced curriculum for all pupils and has a key role in planning to increase access to the curriculum for disabled pupils. The school already provides additional provision to enable pupils with learning difficulties to access the curriculum. Ripley Nursery School will consider the needs of a range of disabled and prospective pupils. The school will continue to use a variety of approaches when planning and delivering the curriculum to draw on different strengths and aptitudes of pupils.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability and inclusive classes.

Current range of disabilities within Ripley Nursery School

The school has children with a range of disabilities and learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. The Local Offer is visible on our website and we ensure parents are also aware of the support they can access using Derbyshire Information, Advice and Support Service for SEND (DIASS). We also signpost to local support groups where possible, and a local parents support group has been established within Ripley Nursery School.

We have a number of children with learning difficulties, sensory difficulties, autism and those requiring speech and language therapy, in addition to some children with severe medical conditions.

Where specific additional training is required e.g. epi-pen training for severe allergic reactions, or administrating medication for epilepsy, this is undertaken by all relevant staff prior to admission of the child into school. A Health Care Plan would be completed in liaison with relevant medical professionals and parents.

All staff have current Paediatric First Aid certificates

In addition we have appointed a Designated Allergy Lead who co-ordinates allergies across the school. This enables us to be aware of individual needs and ensure they are catered for.

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the accessibility plan becomes an annual item at FGB meetings	Ensure chair of governors adds this to agenda each Summer FGB	All current needs are updated and addressed	Ongoing - annually	Ongoing
For all staff to be aware of any disability issues arising in school	Share plan with all staff	Staff will be aware of how we can all play a part in meeting the needs of all pupils, staff, parents/carers and visitors	Staff inductions and then ongoing - annually	Achieved
To ensure correct information is gathered about our families in line with the Equalities Act and GDPR	HT and SBM to attend briefings and ensure action plan is put in place.	All individuals at our school will have their data protected under new guidance through strengthened law.	By end of summer term 2018	Achieved
Staff to ensure children are making good progress regardless of disabilities.	Monitor SEND group of children and ensure progress is being achieved using IEP's and Derbyshire Celebratory Milestones.	SEND children will be reaching individual potential regardless of disability.	Termly – Ongoing	Achieved and ongoing
Physical Environment				
To ensure that there is a disabled parking space available if required.	Designated space is marked out in staff carpark. Parents to be made aware of this option, if needed.	All visitors/ staff and parents can access the school easily. Prior notification needed to ensure this place is available.	Ongoing	Achieved and ongoing
To consider accessibility for new parents/ children	Discuss any arising accessibility requirements for both parents/children on induction of children	Ensure all parents/ children can access nursery easily.	Ongoing	IEP's in place for all SEND children and all staff aware of individual needs.

	and during home visits. Liaise with other professionals e.g. Health visitors, Community Nursery Nurse, Portage if needed.			
Hand rails needed in children's toilets to aid children with mobility issues.	Rails fitted into two children's toilet cubicles.	All children can access toilet independently using hand rails for support.	2016	Achieved
To consider the needs of all children, particularly disabled children when planning for outdoor improvements and maintenance to building. Ensure inclusive environment for all.	When applying for funding streams and placing bids, ensure all children's needs are taken account of, working closely with companies designing outdoor learning environment.	The learning environment both indoors and outdoors, will promote playing and learning for children of all needs, regardless of ability.	Ongoing	Wheelchair and walking frame accessible achieved.
Fire escape routes suitable for all.	Clearly labelled exit routes and visual checks carried out regularly.	School can be evacuated immediately if necessary.	Ongoing	Achieved and ongoing
Curriculum				
To improve staff and governors understanding of the needs of disabled pupils in relation to accessing the curriculum and updates to legal guidance.	National SENCO award achieved. SEND training at staff meetings and/or INSET training. Links to outside agencies including SALT, Inclusion Support Advisory Service (ISAS).	INSET training undertaken for all staff. Staff supporting children with high level need to have monthly meeting with SENCO to share knowledge & ideas and offer support to each other.	Ongoing	Achieved and ongoing
To ensure that the curriculum promotes role-models and heroes that young people positively	Learn about and celebrate a variety of festivals. Look at books from different cultures Invite	Increase pupils participation, confidence and achievement levels	Ongoing	Ongoing

identify with, which reflects the schools diversity in terms of race, religion and belief, gender and disability	positive role models into nursery to read to the children			
To ensure that classroom displays and resources promote diversity in terms of race, gender, disability and ethnicity.	Use a variety of ability children's work. Celebrate different festivals and languages	Increase in pupils' confidence and well-being through value and self-worth.	Ongoing	Ongoing
To ensure that staff receive relevant training for working with children with disabilities.	Access to funding or additional training SEN Governor and SENCO to meet regularly to discuss current needs.	Childs' needs will be met appropriately Talk Boost Training secured by school for SENTA and regular Talk Boost sessions in place for children with language and communication delays.	Ongoing	Updates to any SEND training including Makaton.
To enable children to understand and use simple sign language and communicate effectively with peers and adults.	Makaton training for all staff- 2022. To ensure staff use Makaton sign language whenever possible and appropriate for children.	Children can communicate and express their needs without spoken language.	Ongoing	Achieved and ongoing
To ensure relevant planning, support and risk assessments in place to allow access to Forest School activities on–site for all pupils.	Extra staff when 1-1 ratio is required. Put in place any additional safety measures.	All children will be able to access Forest School activities in nursery grounds regardless of ability.	Ongoing	Achieved termly
To provide and use specialist equipment to ensure participation in	Outside agencies provide specialist equipment e.g. teacher microphone for hearing impaired children,	All children able to participate regardless of disability.	Ongoing	Not currently needed

learning by all pupils where relevant.	walking frames/ specialist seating for physical impaired child.			
To ensure that all children are able to access all extended school activities e.g. school trips, Boogie Beats, Allotment visits	Educational visits planned taking into consideration needs of all children. Risk assessments completed.	Visits and trips are accessible to all children and parents where appropriate.	Ongoing	Achieved when planning each trip/visit
To consider curriculum delivery for children with disabilities and special educational needs when implementing the 30 hours entitlement, if this is appropriate for each individual child.	Consider issues around staffing and timetable e.g. lunchtimes, times for rest, medication administration	If appropriate, children's individual needs will be met and they will be supported to make progress. Work with parents to agree an individual plan.	Ongoing	We have achieved this and working closely with parents has been key to meeting children's individual needs effectively.
To ensure differentiation of the curriculum through quality first teaching.	Be aware of staff needs and ensure appropriate CPD. Staff to participate in peer reviews.	All children will receive differentiation through quality first teaching.	Ongoing	Achieved and ongoing
To support all children in understanding the nursery routines and expectations.	To use visual timetables, communication books, choice boards, First/Then strategies in nursery.	All children will understand the routines, expectations and make transitions as smoothly as possible.	Ongoing	Achieved and ongoing
To ensure all children with SEND make good progress appropriate to age/stage of development.	Regular moderation. Key children have IEPs with timely reviews. Children screened termly using Leuven Scales.	All children make good progress appropriate to their age and stage of development.	Ongoing	Achieved termly through regular moderation of data.
Delivery of Information				

To ensure that parents who are unable to attend school because of a disability are able to access parent's consultations and discussions over the phone.	Ensure correct information is obtained from induction and support families as necessary, being flexible with times or types of appointments. Online journals now accessible at home through Learning Journals.	All parents to be informed and have same opportunities to discuss their child's learning.	Ongoing	Achieved
To ensure the website can be translated into different languages.	Parents will be given this information at induction	Any person will be able to access our website regardless of language.	Ongoing	Achieved
To continue to provide signs and symbols within the nursery and provide for parents at home when required	Ensure that signs and symbols are displayed in school and available for staff to access easily. Software now purchased.	All pupils will benefit from visual prompts using signs and symbols.	Autumn 2018	Achieved and ongoing.
Parents to be signposted to support groups and contacts to support their child's needs.	SENCO and key workers to share relevant information.	Support and advice shared with parents.	Ongoing	Achieved and ongoing
Other				
Staff trained to meet individual medical needs of pupils where appropriate.	Head teacher to ensure appropriate training is provided.	Children's medical needs met and staff are trained, before children start.	Achieved – epilepsy awareness and Epi-pen training. Ongoing	Ongoing
All staff to be aware of allergies and manage them safely in the nursery environment.	Allergy lead to disseminate information and establish protocols to ensure safety within the setting and ensure practice is inclusive.	All children with identified allergies will have a completed allergy pack and key information is shared with all staff within setting.	Termly	Achieved and ongoing

To ensure staff are aware of Sensory Processing Needs for individual children.	Head teacher has delivered regular training and updates. Ensure all staff are familiar with Derbyshire Sensory Processing Toolkit, available on the Local Offer.	All staff to understand and fully support children's individual needs.	Ongoing	Ongoing