



Alexandra Nursery School.
A rich community of learners striving for excellence and celebrating success.

Equality and Diversity Policy and Accessibility Plan 2019 – 2021.

The Equality Act 2010 sets out the legislation around equality matters in the United Kingdom. The Act provides protection against discrimination for the following range of diversity groups. In accordance with the mission statement and aims of Alexandra Nursery 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 strive to create a culture where diversity is respected and celebrated. Our logo focuses on, 'celebrating our differences'.

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
- SEN and Disability
- Race
- Religion or Belief
- Gender
- 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.

Alexandra Nursery School takes children from age 2 to 4 years. It is situated in the west and is in the Daub Hill area of Bolton in the Rumworth Ward, which is in the top 20% Indices of Multiple Deprivation. (IMD)

There are currently 16 different languages spoken at the school. 72% of the current cohort of children have English as an additional language. The majority of children are south Asian backgrounds and more recently there has been an increase in international new arrivals, mainly from Africa.

The school offers 12 specially resourced places for children with SEND.

Some children receive additional support from inclusion funding and a number of children have PEEP's and risk assessments to support them in the main nursery.

Nursery's data in January 2019 shows that there are 13.6% of children who have SEN which is slightly lower than the national average (according to the Special Educational Needs in England: January 2018 report, 14.6% of children in maintained nursery schools have special educational needs or disabilities).

The SEND policy and SEND Information report includes information on how:

- The individual needs of children are met
- Children with disabilities/SEND will be included, valued and supported
- Reasonable adjustments will be made for them
- the SEND Code of Practice is put in to practice
- work with parents and other agencies

The Early Years Foundation Stage Framework 2017, states that there should be, 'equality of opportunity and anti discriminatory practice, ensuring that every child is included and supported'.

We aim to:

- Ensure that all our policies and processes are fair and help to advance opportunity between staff from all groups

- Reaffirm that effective leadership and operational delivery on equality matters is a core competency for the leadership team, and ensure that they are aware of and have the training information they need to fulfil their obligations under equality legislation
- Ensure staff have the appropriate training to support the differing needs of our diverse communities. This is particularly important for those members of staff who are working with the most vulnerable children and those at risk of social exclusion
- Create an environment in which employees from across the range of protected characteristics feel satisfied and supported in their work
- Ensure all members of staff recognise and discharge their responsibilities for contributing to the task of challenging and ending institutional discrimination
- Recognise that all individuals are different and that each and every one of us must be addressed as an individual, with individual talents and individual needs rather than as representative of a particular excluded group.
- Create a working environment which understands that all employees have a right to be treated with dignity and respect and that harassment and unwanted conduct is unacceptable
- To Adhere to the Prevent Strategy which states that British Values are 'democracy, rule of law, equality of opportunity, freedom of speech and the rights of all men and women to live free from persecution of any kind'.

Other relevant policies are; Code of conduct, flexible working request policy, grievance procedure, leave of absence policy, managing sickness absence from work, Maternity and paternity policies, recruitment and selection code of practice Religious observance guidance, Redundancy policy, Retirement procedure, Whistleblowing policy.

Responsibilities. Eliminating Discrimination. Advancing Equal opportunity. Fostering good relations.

<p>Governors are responsible for ensuring:</p> <ul style="list-style-type: none"> • The school complies with the relevant equality legislation • The school equality policy and its procedures are followed 	<p>Visitors and Contractors are responsible for :</p> <ul style="list-style-type: none"> • Knowing and following our Equality and Diversity Policy
<p>The Head Teacher is responsible for ensuring:</p> <ul style="list-style-type: none"> • The School Equality Policy and procedures are followed • The equality objectives are readily available and that the Governors, staff and their parents know about them • Regular information for staff and Governors are provided about the objectives and how they are working • All staff know their responsibilities and receive training and support to carry these out • Take appropriate action in cases of harassment and discrimination • All reasonable and practicable and proportionate steps have been taken to ensure equality and diversity issues are appropriately managed • The Head Teacher has the overall responsibility for dealing with reports of hate/racist incidents. 	
<p>The School and Community</p> <ul style="list-style-type: none"> • Will ensure that there is a fair and consistent policy for admissions • Try to ensure that all families have access to provision regardless of ethnicity, culture, gender, language, poverty, disability, financial needs/SEND • Aim to develop a true and equal partnership with parents, working together to support each child • Utilise external agencies eg, ACIS and Bolton University, to support parents and international new arrivals, by providing British Values and Talk English workshops to support communication and integration to way of life in the UK. • Promote a respectful ethos where everyone is welcomed and accepted for who they are • Aim to provide translation for parents who speak languages other than English • Endeavour to avoid hidden unintended discrimination based on unquestioned, 'traditional' ways of doing things or on attitudes eg, where men may be considered superior to women; rich people superior to poor people • Ensure that parents see a range of images reflecting the diversity of society • Ensure that diversity is fully represented through the resources, images and environment as well as attitudes and ethos, being very careful not to stereotype or be tokenistic. • Will use projects like Persona Doll to support and challenge ideas around the protected characteristic. 	
<p>Children</p> <ul style="list-style-type: none"> • Practitioners will use the Persona Doll approach as a tool to support teaching and learning • Each child is unique, valued and respected as an individual • Each child is valued regardless of culture, skin colour, race, religion, language, gender or ability and learn about how other people live through discussion and activities provide for them. 	

- All children are encouraged to develop a strong sense of self worth and a secure cultural identity enabling them to resist bias and stand up against discrimination and unfairness
- Children's achievements, efforts and contributions are recognised when they are praised and relationships with adults are of central importance. All children have a named Key Worker
- All children have access to all parts of the curriculum and resources, with modifications where possible, to meet their individual needs

The Accessibility Plan.

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

The plan expresses 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 Board to increase access to education for pupils with disabilities in the three areas required by the planning duties in the equality act 2010.

1. Increase the extent to which children can participate in the school curriculum
2. Improve the environment in the school to increase the extent to which the pupils with disabilities can take advantage of education and associated services
3. Improving information delivery to pupils with disabilities

The Governing Board also recognises 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 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, reviews and revised in consultation with – parents of pupils, employees, governors and external partners.
- Ensure effective use of additional funding, including Disability access fund, Inclusion Fund and Early Years Pupil Premium

Target Activities and Resources Outcomes Success Criteria

Objectives for 2019 to 2021.

Objectives	How? and When?	Resources Outcomes	By Whom	Success Criteria – Evidence that it is completed and monitored.
Disability Access to the curriculum	Manual handling training for all practitioners, to support movement of children around the wider nursery environment. -Use of visuals to aid communication in the environment.	Training	Ladywood Teaching school	Evidenced in practice and certificates. Head Teacher's report to Governors
Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.	Annual review of asset management plan and buildings conditions survey. Review annual intake of children to ensure that those with physical needs adjustments are made to improve their accessibility.	Asset register.	All staff	Environment Governing Body minutes

<p>To improve the delivery of information to disabled pupils and their parents.</p>	<p>Development of the website, to offer more information on the provision for children with SEND.</p> <p>Use of interpreters and internal bilingual staff.</p> <p>Group parents by language and utilise to share information between them.</p>	<p>Website</p> <p>Ipads</p> <p>Assessment tool</p> <p>Staff sign-a-long refresher training.</p>	<p>Head Teacher</p> <p>SENDCO</p> <p>HNB Lead</p> <p>Office staff</p>	<p>Parent feedback from questionnaires.</p> <p>Parents using translation app and Assessment tool to support communication.</p>
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