

## DISABILITY EQUALITY ACTION PLAN 2011-12

The current situation	Development	Personnel	Target date
<p><b><u>Admissions:</u></b></p> <ul style="list-style-type: none"> <li>We follow the L.A. policy for community schools.</li> <li>We attempt to be fully inclusive but do not have full facilities and strategies for disabilities new to our school as the cost of setting this up without specific pupils on role is so prohibitive.</li> </ul>	<ul style="list-style-type: none"> <li>Annually review the robustness of our system of collecting information for new entrants, to ensure immediate support for new pupils with disabilities.</li> </ul>	SENCO/ EAL Coord	Ongoing
<p><b><u>Physical Access:</u></b></p> <ul style="list-style-type: none"> <li>Inadequate – poor.</li> <li>Access into and getting around, building would need improvement to accommodate a pupil in a wheelchair, not sure what is possible in order to meet the description of 'reasonable' improvement.</li> <li>Ensuring that new painting projects support those with visual impairment, e.g. doors darker than walls.</li> <li>Sound systems may be required for pupils with hearing impairment</li> </ul>	<ul style="list-style-type: none"> <li>Advice has been sought from the LA to define 'reasonable' and strategies we can use to develop physical access. It was acknowledged that we have particular difficulties with respect to wheelchair access for this site. We have not yet received formal feedback.</li> <li>Marker lines need to be visible on all stairs.</li> </ul>	Headteacher	Ongoing
<p><b><u>Amenities:</u></b></p> <ul style="list-style-type: none"> <li>Disabled adult toilets are available in each Key Stage for adults (children can use adult disabled toilet if adapted).</li> <li>First aid support and additional medical provision to support specific needs.</li> </ul>	<ul style="list-style-type: none"> <li>Address provision with respect to needs of all new disabled children and parents in school.</li> <li>To be addressed with school nurse as child enters school.</li> </ul>	HT	Ongoing
<p><b><u>Access to curriculum:</u></b></p> <ul style="list-style-type: none"> <li>TAs need to be timetabled to meet the needs of pupils</li> </ul>	<ul style="list-style-type: none"> <li>Additional TA support to be addressed as child enters school.</li> <li>Written record of child's condition and support strategies available for all teachers.</li> </ul>	SENCO & class teachers	Ongoing
		HT & SENCO	Ongoing
		SENCO & class teachers	Ongoing

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<ul style="list-style-type: none"> <li>• Access to P.E. curriculum.</li>   <li>• Physical classroom space</li>   <li>• Provision mapping in place.</li>   <li>• G + T Register revised termly</li>   <li>• Deployment of T.A.s and adult volunteers reflects inclusion and whole school needs.</li>   <li>• Visual timetables used.</li>   <li>• Risk assessments for all Educational Visits enabling disabled pupils to participate.</li>   <li>• Supply Teachers need to be informed of children's disability.</li>   <li>• Some staff training has taken place so that teachers fully appreciate disabilities, generally for teachers.</li>   <li>• End of year handover meeting already take place between year groups.</li>   <li>• Provision of dyslexic support resources good.</li>   <li>• Resources for emotional disabilities in place.</li>   <li>• No resources in school for physical disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision for all children with disabilities will be considered with respect to P.E. curriculum.</li>   <li>• Provision for disabled child to change for P.E. is recorded with named support.</li>   <li>• Teachers need to be aware that they should organise classroom to adapt for a range of abilities in class.</li>   <li>• Develop provision mapping to give more detail about the intervention experiences</li>   <li>• G&amp;T Coordinator to review provision for G &amp; T group termly and at year end</li>   <li>• TA timetables to be reviewed and growth of intervention groups to be developed termly</li>   <li>• To be set up for pupils in all classrooms-SENCO to monitor</li>   <li>• EV coord to work with teachers to ensure needs of SEN pupils are accommodated</li>   <li>• Supply teacher folders are reviewed regularly. New additions are added on arrival of SEN pupils</li>   <li>• HT to review annually with School Nurse &amp; SENCO</li>   <li>• HT to review with SMT – is this meeting the needs of pupils</li>   <li>• Work with Learning mentor to assess provision</li>   <li>• To be addressed as need arises</li> </ul>	<p>As above</p> <p>As above</p> <p>As above</p> <p>Perf Mgmt target for SENCO</p> <p>Perf Mgmt target for G&amp;T Coord</p> <p>Perf Mgmt target for SENCO</p> <p>SENCO</p> <p>EVC</p> <p>DHT</p> <p>HT / SENCO</p> <p>HT / SMT</p> <p>I SENCO</p> <p>HT / LM</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>By Summer 2012</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually at end of year</p> <p>Spring 2012</p>
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<ul style="list-style-type: none"> <li>• Packets of good practice to promote pupil understanding of disabilities</li> <li>• Open door policies for parents and children.</li> <li>• Full P.S.H.E. / S.E.A.L. curriculum to address elimination of discrimination by peers:</li> </ul>	<ul style="list-style-type: none"> <li>• Share good practice with all staff.</li> <li>• Continue to develop role of learning mentor to support disabled pupils where appropriate.</li> </ul>	<p style="text-align: center;">SENCO</p> <p style="text-align: center;">SENCO</p> <p style="text-align: center;">SENCO / LM</p>	<p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p>
<p><b><u>Finding Opportunities:</u></b></p> <ul style="list-style-type: none"> <li>• Dependent on individual class teachers.</li> <li>• Community links – choir into residential homes etc.</li> <li>• Good relationships with outside agencies</li> <li>• Relations with Special schools where there are current links excellent.</li> <li>• Dual placements worked well therefore teacher links formed and parental relationships healthy</li> <li>• All children can attend Extra – Curricular Clubs.</li> <li>• Positive discrimination to encourage certain children to attend certain clubs.</li> <li>• School council in place to hear children’s concerns.</li> <li>• Play leaders in place to address barriers to participation on the playground.</li> <li>• Equal opportunities / Inclusion policy – all policies to refer to this.</li> </ul>	<ul style="list-style-type: none"> <li>• Share good practice with all staff and organise recording of successful initiatives as exemplars for other staff</li> <li>• Continue to invite to planning meetings.</li> <li>• Develop links with additional Special schools for pupils to associate and staff to gain required knowledge as required.</li> <li>• Explore possibility of Special schools visiting for plays etc.</li> <li>• Additional training will be required for play leaders to address disabled pupil’s specific needs.</li> <li>• As policies are reviewed all will refer to Disability Equality Action Plan</li> </ul>	<p style="text-align: center;">HT</p> <p style="text-align: center;">HT</p> <p style="text-align: center;">HT</p> <p style="text-align: center;">HT</p> <p style="text-align: center;">PE coord</p> <p style="text-align: center;">HT</p>	<p style="text-align: center;">Ongoing</p> <p style="text-align: center;">HT / SENCO</p> <p style="text-align: center;">SENCO</p> <p style="text-align: center;">Ongoing links</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">As required</p> <p style="text-align: center;">Regular revisions of policies as prescribed</p>