

## Achieve and Enjoy: Disability Equality Scheme (including Accessibility Plan) 2019-2022



Priority	Inclusion			Success Criteria			
Project Leader	HT/DHT/ SENCO			Inclusion for all pupils			
Activities	Timescale	Personnel	Resources	Impact Milestones	Monitoring	Evaluation	Review
<b>1A: To develop vision and values that inform the accessibility plan:</b> <ul style="list-style-type: none"> <li>- Continue to develop the vision and values to promote inclusion through discussion with all school staff, parents and governors.</li> </ul>	ongoing	SLT	1 x staff meeting/ HT meeting with SENCo	Vision and values clarify the term 'inclusion' for all pupils (made available on web site)	HT / SENCo	SENCo Termly Report to Goves	
<b>1A: To continue to develop vision and values that inform the accessibility plan:</b> <ul style="list-style-type: none"> <li>- To provide appropriate induction for new staff and ancillary support staff e.g. lunchtime supervisors/ admin staff</li> </ul>	ongoing	SENCo/ SMT/ Office Manager	HT/DHT/SENCo to attend supervisors meetings/ Induction Mtgs for new staff	Induction Policy reflects how inclusion/ accessibility is made clear to all new and existing staff	HT / SENCo	Policy approval by Goves	
<b>1B: To develop data and information to support the accessibility plan:</b> <ul style="list-style-type: none"> <li>- To discuss access to the curriculum/ curriculum needs/ after school clubs with disabled pupils/ pupils with medical needs to inform possible developments</li> <li>- To liaise with pre-school teams and other relevant agencies to plan for pupils who are coming on roll.</li> </ul>	ongoing	SENCo/SLT termly monitoring	SENCo monitoring: Termly	SENCo Termly monitoring timetable includes time allocated to discuss needs and strengths with pupils/ possible actions reflected in timetabling	HT / SENCo	SENCo termly report to Link Gov	
<b>1B: To develop data and information to support the accessibility plan:</b> <ul style="list-style-type: none"> <li>- To further develop an audit tool to inform self evaluation for accessibility and disability e.g. Tracking for groups of pupils/ Pupil Progress Mtg focus</li> </ul>	ongoing	SENCo/ SLT	SENCo/ SLT Meeting to adjust self review monitoring formats accordingly	SENCo termly monitoring formats reflect how accessibility is audited and acted upon	HT / SENCo	SENCo termly report to Link Gov/ Curriculum Committee	

<p><b>2A: To provide an inclusive curriculum</b> for all that includes access to national curriculum swimming for disabled pupils and pupils with medical needs.</p>	ongoing	SENCo/ SLT	SENCo to arrange appropriate transport/ swimming instruction for pupils.	Appropriate transport is provided/ Additional swimming instructor provision purchased (annually)	HT / SENCo	SENCo termly report	
<p><b>1C: To consult</b> disabled pupils/ parents of disabled pupils/ pupils with medical needs to support additional access to the curriculum.</p>	ongoing	SENCo	Termly meeting with parents/ pupils to discuss needs	SIP/ Accessibility plan is adjusted or an addendum is created to reflect pupil needs (ongoing)/ evidence of meetings	HT / SENCo	SENCo termly report	
<p><b>2A: To improve the extent to which pupils can participate in the school curriculum</b></p> <ul style="list-style-type: none"> <li>- Ensure appropriate deployment of staff to support PE.</li> <li>- To investigate alternatives for non-ambulant pupils to participate in Sports Days.</li> <li>- Involve EP/ SENCo/ Class Teachers in briefings related to the specific needs of such pupils as required.</li> <li>- <b>Ongoing collaborative information and practice sharing with SENAT, Sp and Language, Physio, inclusion team etc.</b></li> </ul>	ongoing	SENCo/ SLT/MLT	<p>SENCo to liaise with appropriate bodies as required to support pupils on an ongoing basis (as required)</p> <p>SENCo to liaise with S2S Network SENCo to provide opportunities for reflective practice</p>	<p>Pupils with disabilities/medical needs have full access and participation to the curriculum</p> <p>Alternative, appropriate provision is made for pupils with medical/ disabilities to access curriculum</p> <p>All teachers are involved in briefing as required.</p>	HT / SENCo	SENCo termly report to Link Gov/ Curriculum Committee	
<p><b>2B: To improve the physical environment of the school to increase the extent in which disabled pupils can access the curriculum</b></p> <ul style="list-style-type: none"> <li>- Consider class size prior to location to ensure disabled pupils can move freely around classrooms.</li> <li>- To monitor the use of the playground by disabled pupils to ensure that the provision is satisfactory (accident monitoring)</li> </ul>	ongoing	HT/ SLT/ Premises Manager	<p>Cost TBA for physical changes</p> <p>SMT meeting to discuss class sizes</p> <p>Annual accident monitoring (H&amp;S Supervisor)</p>	<p>Ramps are constructed for all entry and access points (LEA - Access)</p> <p>Classes are allocated on an annual basis to reflect the needs of pupils who are disabled</p>	HT / SENCo	HT Report to Full Govs	

<p><b>2C:To improve the delivery of information that is provided in writing for pupils who are not disabled:</b></p> <ul style="list-style-type: none"> <li>- Monitor differentiation to ensure that it meets the needs of all pupils.</li> <li>- To set up a system of information sharing between classes / SMT and hold annual transition meetings inc. involvement of SENCo as required.</li> <li>- To develop staff training needs as identified e.g. SEN Disability Discrimination Act Training.</li> </ul>	ongoing	HT/ SLT	Termly self-evaluation	<p>Self Evaluation indicates effective use of systems</p> <p>Differentiation appropriate for all</p> <p>Staff training completed: SEN Disability Discrimination Act 2001 Disability Discrimination Act 2005</p>	HT/Curriculum Coordinators / SENCo	Curriculum Coordinator's Termly Reports to Govs/ SENCo Link Gov Mtg	
<p><b>3A:To develop effective management, coordination and implementation of the accessibility plan:</b></p> <ul style="list-style-type: none"> <li>- Plan together with multi-agencies to support identified pupils e.g. LACE.</li> <li>- Develop all new policies to develop inclusive practices.</li> <li>- To recruit staff to support pupils with specific needs as a method of providing a contingency plan for staff absence.</li> </ul>	Ongoing	SLT/MLT/SENCO	SENCo release time/ Coordinator directed time	<p>All new policies and guidelines reflect the vision and values of accessibility/ inclusion</p> <p>Accessibility Plan completed and presented to Govs.</p> <p>LSA staff are recruited to support pupils with disabilities/ medical needs as new posts arise.</p> <p>Multi-agency meetings are used to support pupils</p>	HT / SENCo	Full Governing Body	
<p><b>3B:To update the Accessibility Plan on a three year cycle by:</b></p> <ul style="list-style-type: none"> <li>- Making it available to parents to read (at appropriate text size)</li> <li>- Provide links to the document on the school website.</li> <li>- Make additional copies available to parents/ other stakeholders on request from the school office.</li> <li>- To include necessary information in the School Prospectus/ Profile.</li> </ul>	Annual	HT/ Office Manager/ IT Technician	-	<p>Web site links to accessibility plan</p> <p>School prospectus and profile updated accordingly</p>	HT / SENCo	Full Governing Body	

<p><b>4. Promoting Equality</b></p> <ul style="list-style-type: none"> <li>- Update Race Equality Policy to include disability discrimination.</li> <li>- Update Equal Opportunities Policy to cross reference to DES/ DDA.</li> <li>- Update Anti- Bullying Policy to cross reference to DES/DDA.</li> <li>- School Council to become a voice for disabled pupils in school to actively participate in change (including re-launch of Suggestion Box for all)</li> <li>- Purchase additional resources e.g. PSHE/ Library etc to promote positive images of disabled children/ young people and adults for curriculum delivery.</li> </ul>	<p>Annually and ongoing</p>	<p>HT/ DHT</p>	<p>-</p>	<p>ALL policies comply with DDA and refer to DES</p> <p>School Council are representative of disabled population voice</p>	<p>Curriculum Committee</p>	<p>Full Governing Body</p>	
<p><b>6. Eliminating Discrimination and Harassment</b></p> <ul style="list-style-type: none"> <li>- Safeguarding Champions System (to support in reducing incidents of conflict in and around the school)</li> <li>- Train Safeguarding Champions to be mindful of the issues surrounding disability and how this can lead to discrimination, bullying and harassment.</li> <li>- Involve School Council in review of Anti-Bullying Policy (to include eliminating discrimination and harassment of disabled children)</li> <li>- Review Equality Policy to include eliminating discrimination and harassment in relation to staff.</li> <li>- Review Employment Equality Policy with staffing committee.</li> <li>- Continue to monitor recruitment process using Sandwell LA Appointments Monitoring Summary Forms (P7)</li> </ul>	<p>ongoing</p>	<p>DHT/Year 6 teacher</p> <p>DHT/Year 6 teacher</p> <p>DHT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>Directed Time</p>	<p>Safeguarding Champions System in Place</p> <p>Discrimination Training Complete</p> <p>Policy Reviews to Governors</p> <p>Minutes from Meeting reflect review</p> <p>P7 Forms completed for ALL appointments</p>	<p>Curriculum Committee</p> <p>HT / SENCo</p> <p>Curriculum Committee</p> <p>Staffing Committee</p> <p>HT / SENCo</p>	<p>Full Govs.</p> <p>LA</p>	

<p><b>7. Promoting and Encouraging Positive Attitudes</b></p> <ul style="list-style-type: none"> <li>- Advertise for parent volunteers to work within school (who include may be ambulant and non-ambulant disabled or able bodied) as positive role models for pupils.</li> <li>- School to work within the TLT to provide extended activities and opportunities for disabled pupils and community members (publicising events in school)</li> </ul>	Ongoing	DHT  HT/ DHT	Directed Time	Parent Volunteer timetable reflects a cross section of parents	HT / SENCo  STEP Coordinator	Full Gobs - HT Report to Gobs.  STEP Executive Group	
<p><b>Report Termly Report to Governors (all Coord) Termly Link Gov Meeting with SENCo/ HT Report</b></p>							

Key to acronyms:

HT = Head Teacher

MAC = Multi-Agency Centre

LACE = Looked After Children In Education

LEA = Local Education Authority

SENCo = Special Educational Needs Coordinator

SIP = School Improvement Plan

EP = Education Psychologist

LSA = Learning Support Assistants

IT = ICT Technician

MLT= Middle Leadership Team

SLT = Senior Management Team

H&S = Health and Safety