

DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN 2018-21

	Targets	Strategies	Outcome	Timeframe
Short Term				
	To review existing EHC plans annually for pupils with disabilities and adapt /extend provision where required	Termly reviews with classroom staff, SENCO, learning mentor and external agencies	Provision for pupils with disabilities is outstanding and meets their needs External agencies deployed effectively to supplement school provision Positive feedback from all stakeholders	Jan 18 and ongoing
	To introduce new RSE programme	Programme developed based on CES and Diocesan guidance, personalised to school. Staff trained to deliver. Learning mentor and RE coordinator monitor. Scheme shared with parents Meetings held for parents	Policy implemented Children learn about equality/disability as part of scheme and develop inclusive attitudes Staff/parents aware of scheme content and intended outcomes	Sept 17 onwards
	To support pupils who need support from other educational and health partners to improve EHC outcomes	Meet with all agencies/stakeholders Review and adapt provision including designing timetable split provision Provision monitored and reviewed at least termly.	Pupils receive the optimum provision for their needs All stakeholders in agreement with provision Pupils maximise progress re their learning and other needs	Sept 17 onwards
	To support pupils and families with mental health difficulties	Learning mentor trained to provide support including signposting to support Staff aware how to report concerns	Pupils/parents receive high quality and timely support with positive impact on wellbeing leading to improved educational outcomes	Sept 17 onwards
	To improve access to outdoor activities on site for pupils with wheelchairs or other mobility issues	Site Manager to review access and work with SLT and class teachers to make adaptations that maximise access	Pupils with mobility issues able to be included in almost all activities	Jan 18 onwards
	To ensure staff are trained to include all pupils, including those with disabilities, in physical education	Training and support provided by PE coordinator External agencies suggest strategies and programmes of work Practice shared by staff Parents involved in discussing provision and possible outcomes	All pupils included at a level that will extend their physical skills and coordination	Sept 17 onwards

	To use the latest technology and communication methodology to reach and support families and pupils	Office staff and others with designated responsibility for communication with stakeholders and community trained to use social media and other technology to reach parents and stakeholders	More parents reached than with paper methods Increased 2 way communication leads to improved exchange of views and outcomes Views can be taken into account when designing or adapting provision	Jan 18 onwards
	To ensure that the needs of staff and parents with disabilities are addressed, supported and, where possible, provided for.	Information gathered about parental needs when children join the school Access needs addressed where possible and information shared with parents about how their needs will be provided for Ongoing communication to ensure provision is adequate	Parental access needs met Any specific plans drawn up e.g. evacuation plans in case of fire Sensory or physical needs provided for e.g. hearing loop/positioning for performances/access to classroom activities provided for Staff aware of needs and consciously plan for these	Sept 17 & ongoing
Medium Term				
	To update evacuation and lockdown procedures for pupils with mobility issues including wheelchairs, ensuring all staff are able to implement this plan	Site manager and SLT ensure evacuation and lockdown plans address current school population and needs Plans shared with staff and pupils Drills at least termly and at different times of day to assess effectiveness of plans and inform plan updates	Plans meet needs Staff and pupils aware of what is expected in case of emergency Drills demonstrate effectiveness of plans Where plans not effective, reviews inform updates to improve quality of plan	Jan 18 onwards
	To identify how pupils with mobility issues can access residential opportunities	Discuss needs of child with parents to inform discussions with residential centres Facilitate visit to residential centre for parents/staff to look at provision/barriers to inclusion on site Discuss how provision can be adapted to promote inclusion Train staff to meet needs Address staffing ratios/how support will be provided	Provision in place to enable children to attend residential if desired by child/carers Risk assessment and activity plans address needs	Sept 18 onwards
	To establish educational	To survey parents to establish need	High quality, inclusive provision on	Sept 18 onwards

	provision for children of below statutory age on site, including those with disabilities	To review local provision and best practice Design provision and ensure funding and staffing in place to deliver Open provision or consider if an external provider should be used Provision ensures children are well prepared for school educationally, physically, socially and emotionally.	site for children aged 3+ that meets needs of pupils and their parents Pupils well prepared for school educationally, physically, socially and emotionally.	
	To keep staff training updated and ensure transition includes review of staff expertise and the provision of relevant training to upskill where needed	Audit pupils needs Audit staff training Audit staff needs Use above audits to identify any gaps or where updates are required and address	Staff highly skilled and able to meet needs of pupils in their care Strength and depth of skill in place to meet pupil needs in case of staff absence	June 18 onwards
	To ensure all pupils can attend all extended school opportunities if requested	Review provision Review where requests for provision have not been able to be met and identify the gaps Find creative and cost-effective solutions to meet these gaps	All pupils can attend extended school activities of choice regardless of needs or ability	Sept 18 & onwards
Long term				
	To take children with mobility issues and more complex health needs on residential and ensure they are included in activities alongside other pupils	Following planning and preparation process identified in medium term goals, take children on residential with the support identified	Children access the residential opportunity, enjoy themselves and are well cared for	June 19 onwards
	To address provision for pupils in wheelchairs on the upper story of the school building, providing relevant training for staff	Site manager, SENCO and SLT review provision and needs Training and access needs addressed in preparation for pupils to be educated in upstairs classrooms from September 2019	Pupils educated in upstairs classrooms and can negotiate the upstairs building Staff/pupils aware of how to safely use the lift as well as evacuation procedures and toilet needs Pupil able to attend lessons and collective worship on time due to effective and timely movement between locations	Sept 19 onwards

Equality objectives 2018-21 – ongoing objectives in addition to the more population specific objectives in the above 3 year plan

Targets	Strategies	Anticipated outcomes	Person responsible	Monitoring outcomes
To ensure attainment and progress of different pupil groups is comparable	Monitor attainment data by group and by class Provide training for staff to address and discrepancies Provide intervention support where appropriate to address any gaps	Pupils of all groups achieve and attain comparably Staff aware of strategies to address specific needs Staff able to discuss progress and attainment of different groups and identify how they have adapted provision to improve outcomes	SMT All staff	
To work with SEN to secure funding and provision for pupils with a learning or physical disability so that they can access the curriculum	SENCO to work with external agencies and parents to gain a full picture of needs, identify priorities and targets and apply EHCP	Pupils receive adequate support and provision to access the curriculum	SENCO	
To increase attendance and minimise impact of absence through poor health on educational outcomes	Learning mentor to be on gate daily, identifying those who are late as well as working with office staff to review daily absences and patterns of poor attendance. Learning mentor to work with families and, where required, external agencies, to improve attendance/punctuality by removing barriers	Attendance improved Child's educational and health needs supported Good working relationships established with parent	Learning nmentor Headteacher	
To increase access to school life and the curriculum for parents and pupils where English is not the first language so ensuring pupils with EAL go on to achieved at least the expected level by the end of KS2	Staff to be made aware of needs of stakeholders Disseminate information to staff Parents used to support translation needs Pupils given access to clubs such as film and story club to develop language skills School uses internet to identify supporting resources e.g. stories in home language translation EAL book library Training for staff on EAL	Pupils acquire English rapidly and hence access curriculum leading to good or better attainment and progress Pupils develop mother tongue skills as well as English Pupils able to develop social relationships and communicate their needs and wants Parent involved in child's education		
To anticipate the needs of incoming pupils in reception	To contact parents and pre-school settings to gather information	Pupils make smooth transition to school and begin learning promptly	EYFS	

	To liaise with external agencies where required To undertake baseline audit of needs	Good home-school links fostered	coordinator and staff	
To ensure transition information is shared fully to enable pupils to receive appropriate support	To ensure transition sheets are accurate To plan time for staff to share information To ensure SIMs updated with key information To encourage a sharing culture	Staff aware of pupil needs and able to address these Transition sheets updated annually and shared	SMT All staff	
To ensure eligible for pupil premium are able to access the full range of extra-curricular opportunities	To provide a screening for parents to assess FSM eligibility on entry to school To use Pupil Premium funding to provide additional opportunities Monitor take-up and target particular children to participate	Increased take up of extra-curricular opportunities by FSM/LAC pupils Progress of pupils with FSM/pupil premium matches or exceeds that of other pupils	Office SMT All staff	
To ensure the new school curriculum promotes the values of equality and provides positive images of people with different backgrounds and conditions	Ensure items purchased support this objective Evaluate curriculum against this objective Monitor provision and planning Set as part of staff appraisal targets	Resources in school and curriculum, enrichment opportunities and assemblies reflect ethnic, cultural and religious diversity of the local community Staff actively promoting these values and this ethos Pupils actively contribute to the implementation of these values in school	SMT All staff	