

Five Ways Primary School

Impact of the DES/AP 2010-2013

<p>The purpose and direction of the schools plan: vision and values.</p>	<p>Referral to equality in School Improvement Plan. Resources targeted by SLT and evaluated for their impact on pupils to ensure equality of opportunity. Barriers to inclusion rigorously identified and action taken to reduce their impact. Quality Mark completed to evidence school inclusive ethos. Partnerships with other settings to increase school's ability to ensure active participation by all pupils.</p>
<p>Information from pupil data and school audit.</p>	<p>Disability awareness training undertaken by staff as a result of information received indicating gaps in knowledge. Audit of staff awareness/confidence levels undertaken as part of the Dyslexia IDP. Inclusion Development Programme instigated to make "reasonable adjustments" to better meet the needs of pupils with dyslexia. Dyslexia Full Status gained – November 2012</p>
<p>Views of those involved with the development of the plan.</p>	<p>Increased awareness of issues surrounding disability and their impact on stakeholders. Stakeholders indicating through questionnaires and other feedback processes, that they feel their views are valued. Stakeholders used to evaluate impact of the DES/AP action plan.</p>
<p>Increasing the participation of disabled pupils in the curriculum.</p>	<p>Increased flexibility in policies to ensure "reasonable adjustments" are made for those with a disability – behaviour policy/homework policy etc. Increased access to pastoral support for pupils with social and emotional problems, e.g. positive play. Increase liaison with parents re pupils with barriers to progress. Increased evaluation of peer and adult support within class to ensure success. Staff training on differentiation been undertaken and impact monitored to increase success of pupils with a disability.</p>
<p>Improving the physical environment of the school</p>	<p>Disabled parking marked and in close proximity to school entrance. Ramps and rails in place to support disabled visitors. Lower counter in school office so wheelchair users can also have access.</p>

	<p>Environment assessed for impact on those with hearing impairment. Temperature of rooms assessed for impact on those with limited mobility.</p>
<p>Improving the access to printed information to those with a disability</p>	<p>Information provided to pupils is matched to readability levels and this is monitored by SLT during classroom observation.</p> <p>Accessibility friendly website.</p>

Signed by Headteacher.....**Chair of Governors**.....