

## Five Ways Primary School Disability Equality Scheme and Accessibility Plan Action Plan 2010 - 2013

### Aims

- a) To ensure the increasing involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality with regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
<b>Collaborate with local mainstream and special schools to agree on action to support those in the school community with a disability in line with DDA duties.</b>	Already undertaken (see previous action plan).	Sue Fuller (SENco)& Chris Berry (SEN governor)	When necessary	Annually
	Meetings will be arranged and attended when necessary.			Ongoing
<b>Increase knowledge of disability and disability legislation of lead person in order to facilitate the raising of the awareness of whole school regarding duties.</b>	Disability awareness legislation updated.	Sue Fuller (SENco)& Chris Berry (SEN governor)	2010 - 2011	Ongoing
	Attend course(s) in order to keep abreast of current legislation, issues etc.	Chris Berry (SEN gov)		Ongoing
	Disability awareness provided to whole school.	Sue Fuller (SENco)& Chris Berry (SEN governor)		Ongoing

<p><b>Establish a working party to develop involvement of those with disabilities within the school community and beyond</b></p>	<p>A new working party established and meetings undertaken.</p>	<p>Sue Fuller (SENco)&amp; Chris Berry (SEN governor)</p>	<p>2010 - 2013</p>	<p>Annually</p>
<p><b>Undertake audit of school policies and procedures to establish baseline of present level of disability discrimination</b></p>	<p>Audit undertaken.</p> <p>All statutory policies to be reviewed to ensure they comply with DES requirements. (Behaviour &amp; Discipline, SEN Policy, Equal Opportunities, PSHE etc)</p>	<p>Sue Fuller (SENco)</p> <p>Chris Berry (SEN governor)</p>		<p>By September 2011</p> <p>Ongoing</p>

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
<b>Agree targets in three key areas and ensure that these are included within the School Development Plan and that resources are identified to ensure their implementation</b>	Targets already agreed and written into SDP.	Leadership Team		Annually
<b>Increase access to the curriculum by:</b>  To ensure that staff continue to set suitable learning challenges for disabled pupils responding to pupils diverse needs.  To ensure that Teaching Assistants continue to have access to the specific training on disability issues.	Maintaining pupil tracking and carrying out analysis.  Appropriate targets set for each pupil.  Continued meetings with outside agencies. Training course information shared with TA's.	S.Simmonds (Assistant Head & Assessment)  Headteacher + Chris Berry (SEN gov) Sue Fuller (SENco)	Ongoing  Ongoing	Leadership Team
<b>Increase access to the physical environment by:</b>  To improve current accessibility to all progressive planned improvements.	Update confidential survey to ascertain access needs.  Install a ramp for access to the old mobile.	Sue Fuller (SENco)  School bursar Office Manager		Governors: Premises Team

<p><b>Increase access to written materials by:</b> Developing the website to ensure information is accessible to all.</p>	<p>Meeting arranged to raise web site team awareness</p>	<p>S Fuller (SENco) + Website team</p>	<p>September 2012</p>	<p>Governors: Pupils Welfare and Guidance</p>
<p>Improving readability of letters using Tools in MSWord</p>	<p>Browse aloud software installed.</p>	<p>Leadership Team/Website team/SENco</p>	<p>September 2013</p>	<p></p>
<p>Check readability of work sheets and amend using Tools in MSWord.</p>	<p>Aim for readability level of 12</p>	<p>Sue Fuller (SENco)</p>	<p>Ongoing</p>	<p>Headteacher</p>
<p></p>	<p>Staff awareness raised and guidance issued.</p>	<p>Sue Fuller (SENco)</p>	<p></p>	<p>Headteacher</p>

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
<b>Agree and formalise systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates</b>	Pupil and parent surveys to be carried out.	Headteacher/Admin	Annually	Governors: Pupils Welfare and Guidance
	Revise parent questionnaires to include opportunity to raise access/disability issues.	Leadership team	Annually	
	Revise questionnaire to new parents to include opportunity to raise access/disability issues.	Lesley Sawyer	Annually	Leadership Team
	To use 'pods' to collect views of pupils by developing an Activote System.	Headteacher Deputy Headteacher J Basketts (ICT)	Annually	
	Meeting arranged with disabled grandparent of pupil when necessary.	Sue Fuller (SENco)	Ongoing	
<b>Agree and formalise systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.</b>	DES/AP evaluation part of annual School Development Plan and on-going SEF process.	Leadership Team	Annually	SEN Governor: Chris Berry
	Improvements to form part of the school development plans for Premises, Quality of Provision and Pupils Welfare and Guidance.  Annual report to Governors.	Chris Berry (SEN Governor)  Chris Berry (SEN Governor) + Headteacher	Annually	SEN Governor: Chris Berry

<p><b>Agree and formalise the systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors</b></p>	<p>Pupil and parent surveys to be carried out.</p> <p>Meetings arranged with disabled grandparent of pupil when necessary.</p> <p>DES/AP evaluation part of annual School Development Plan and on-going SEF process. Improvements to form part of the school development plans for Premises, Quality of Provision and Pupils Welfare and Guidance.</p> <p>Annual report to Governors.</p>	<p>Leadership team</p> <p>Sue fuller (SENco) and Chris Berry (SEN gov)</p> <p>Leadership Team</p> <p>Headteacher</p>	<p>On-going</p> <p>Annually</p> <p>Annually</p>	<p>Governors: Achievement and Standards</p>
<p><b>Agree process to publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.</b></p>	<p>School profile</p> <p>School website.</p> <p>School Office on request.</p>	<p>Leadership Team</p> <p>Website Team</p> <p>W. Russell (Admin Team manager)</p>	<p>On-going</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Leadership Team</p>

## Five Ways Primary School Disability Equality Scheme and Accessibility Plan Audit

Disability is primarily associated with; **P** Physical impairment, **S** Sensory impairment, **LD** Learning difficulty. **MC** Medical condition, **MI** Mental illness, **SpLD** Dyslexia, ADHD, Dyspraxia, ASD, Tourettes, **SEBD** Social, emotional and behavioural difficulties, **Sp&L** Speech and Language Difficulties.

<b>Disability</b>	<b>P</b>	<b>S</b>	<b>LD</b>	<b>MC</b>	<b>MI</b>	<b>SpLD</b>	<b>SEBD</b>	<b>Sp&amp;L</b>
Pupils				<b>18</b>		<b>10</b>		<b>9</b>
Employees/ Volunteers				<b>4</b>		<b>2</b>		
Parents/ Visitors	<b>6</b>	<b>4</b>	<b>3</b>	<b>29</b>		<b>3</b>		<b>1</b>

172 questionnaires were returned by parents, pupils, volunteers, staff and governors. The above table shows the results.