

MORVILLE C.E. PRIMARY SCHOOL



Disability Equality Action Plan

Last review: Spring 2016

Member of staff responsible: Sue Blackburn

Review Date: Spring 2018

The Disability Equality Access Scheme

This plan aims to improve access to all aspects of education within this school and remove any existing barriers to pupil learning. It also aims to widen the opportunities for including pupils within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has four interlinked elements:

1) Improvements in access to the curriculum by:

- Providing for all pupils a curriculum which is appropriate to their needs.
- Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.
- Establishing a focus group of disabled people who use the school.

2) Physical improvements to increase access to education and associated services by:

- Ensuring that the school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments, given the physical limitation of our site.
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils.

3) Improvements in the provision of information in a range of formats for disabled pupils by:

- Providing for pupils and their carers / parents, information about the school and its curriculum in a format that takes account of any disabilities.

4) Promotion of the rights and achievements of disabled people.

- Participation in national awareness weeks etc.
- Careful monitoring of any bullying or harassment of disabled children.

Disability Equality – Action Plan

Access to the Physical Environment.

Time frame	Targets	Strategies	Timescale	Responsibility	Success Criteria	Monitoring
Short Term	<p>1. School is aware of the access needs of disabled children, staff and parent/carers.</p> <p>School staff has greater awareness of access issues. Ensure staff are aware of access issues concerning individuals.</p> <p>Ensure all contractors doing Repair & Maintenance, work to standards laid down by BAET</p>	<p>Issue questionnaire to parents / carers and include questions in data request sheet, about parents/carers' access needs to ensure they are met in all situations.</p> <p>When appropriate, we will invite all disabled children, parents, carers and other users to an open forum to discuss issues of disability.</p>	<p>In Autumn 2016 - link with general parent questionnaire</p> <p>On-going</p>	<p>SENCO</p> <p>Headteacher</p> <p>SENCO</p> <p>Headteacher / Caretaker / Administrator</p> <p>Headteacher</p>	<p>Individual plans are in place for all disabled pupils and all staff are aware of pupils' access needs.</p> <p>Parents are fully able to access all school activities.</p> <p>All staff are aware of access issues.</p> <p>Contractors ensure that the access needs of all children are taken into account when planning and carrying out any R&M works. School is aware, through consultation, of the needs of all users who consider themselves to be disabled.</p>	<p>In place June 16..</p> <p>All aware.</p> <p>TAC meetings include forum to discuss accessibility</p>
Short Term	2) To maintain access throughout the school.	To ensure that all furniture and equipment is placed in such a way as to allow wheelchair access.	On-going	Class teachers & Caretaker	All people with disabilities feel more welcome.	Checks carried out as a part of health and safety check Governors walkthrough.
	3) Maintain signage and external access for visually impaired people.	Replace external light bulbs immediately if they blow.	Ongoing	Caretaker	Visually impaired people feel safe both within the school and its grounds.	

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Time frame	Targets	Strategies	Timescale	Responsibility	Success Criteria	Monitoring
	4) Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all disabled children when the need arises Ensure that all staff are aware of responsibilities.	With immediate effect	SENCO / TAs Headteacher	All disabled children and staff working with them are confident in the event of fire.	Emergency plan revised Spring 16.

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Access to the Curriculum.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria	Monitoring
	Ensure TAs have access to specific training on disability issues if the need arises	Use staff audit to identify TA training needs and inform Professional Development Process.	On-going	SENCO / CPD Coordinator	Raised confidence of staff in strategies to differentiate work for disabled pupils.	See training record.
	Ensure TAs are aware of, and able to use, SEN software and resources	Audit all SEN IT and other resources, making list available to all staff. Individual training on SEN software as appropriate.	On-going	SENCO / ICT Coordinator (CBD)	Wider use is made of SEN resources in mainstream classes.	
	Ensure disabled children participate equally, when desired, in after school and lunchtime activities	Survey participation in extra curricular activities for disabled children. Staff available when necessary to facilitate specific needs.	On-going	SENCO TAs and Lunchtime supervisors	Disabled children participate confidently, when desired, in after school and lunchtime activities.	Register of clubs kept and monitored.
	Monitoring of the achievements of disabled children.	Achievements monitored according to disability	On-going	SENCO	Trends or patterns can be established and action taken if necessary.	
Medium Term	Ensure all school trips are accessible to all.	Develop guidance for staff on making trips accessible.	On-going	School Visits Coordinator	All school trips are accessible to all children.	
	Review PE Curriculum to make PE accessible to all.	Gather information about PE and Sports for the disabled.	On-going	PE Co-ordinator	All children are able to access PE and Sports.	
	Review all curriculum policies to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	On-going	All curriculum co-ordinators	Increased awareness of the effect of disability issues in all curriculum areas.	
	Provide advice to parents / carers of disabled children on how they may support their learning.	Hold workshops when appropriate for parents / carers of disabled children.	On-going	SENCO	Parents / carers have greater knowledge of how to support their children.	

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Access to Information.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria	Monitoring
Short Term	Ensure information given in Annual Reviews is accessible to all participants.	Ask parents, carers and children about preferred formats in review meetings.	On-going	SENCO	Parents receive information in a format that they can access.	Employ a specialist communicator for all events if necessary
Medium Term	Review information provided to parents or carers to ensure it is accessible.	Add additional question asking parents are asked about their information access to include; do they need large-print versions of newsletters?	July 2017	Headteacher /Administrator/ Senior Teacher	All parents receive information in a format that they can access.	

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Promotion of the rights and achievements of disabled people.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria	Monitoring
Short Term	Disabled children fully participate in school life.	Encourage disabled children to be represented on school council and take part in school events such as assemblies.	On-going	Class teachers	Disabled children participate in many areas of school life.	All children able to fully access curriculum
	Bullying or harassment of disabled children is monitored and dealt with effectively.	Monitoring procedures are established.	On-going	Headteacher/Senior Teacher	Elimination of any bullying of disabled children.	None recorded
Medium Term	Disability is displayed positively in books, displays and events.	Books & display materials purchased to portray the positive achievements of disabled people.	On-going	SENCO	Disability is displayed positively in books, displays & events.	
Medium term	Establish a review timescale for the review of policies, procedures and practices in light of the 2005 Disability Discrimination Act.	Policies to be reviewed in line with school review and amended as needed.	On-going	In line with rolling programme of policy review. Head teacher/ Coordinators/ Governors.	All policies to include practices in light of 2005 Disability Discrimination act.	All policies approved by governors.