

Disability Equality Scheme Action Plan 2021-2024

<u>Priority</u>	<u>Action Required</u>	<u>Success Criteria</u>	<u>Person Responsible</u>	<u>Timescale</u>
Monitor information gathering mechanisms	<ul style="list-style-type: none"> • Include opportunities for new parents to disclose information about any family disabilities in the admission process • Encourage new staff to disclose any disabilities 	School is fully informed of the needs of disabled people it is serving	Headteacher	On going
Further develop the involvement of disabled children and adults in the DES	<ul style="list-style-type: none"> • Consult with visitors and community users of the school site • Further consult with children through the School Council 	Disability Equality Scheme is fully informed	Headteacher	January 2022 – parent questionnaire April 2022 – School Council pupil questionnaire
Improving the participation of disabled children in school life	<ul style="list-style-type: none"> • Collect data on the involvement of disabled children • Increase the number holding positions of authority as appropriate • Training for staff re specific pupil disability 	Disabled adults and children are fully involved in school life and have equal opportunities Staff have relevant training	SLT	September 2022 On going
Review policies in light of the DES	<ul style="list-style-type: none"> • In liaison with disabled people priorities policies for review • Review policies in consultation with staff and Governors 	All relevant policies reflect the DES	Staff, Governors	As policy schedule review timetable
Improve access to the environment	<ul style="list-style-type: none"> • Removal of Computing lessons from the ICT suite and into classrooms • Consider pupils access to Year 3 and Year 4 classrooms 	Disabled people have full and easy access to the school site and all facilities	Headteacher and Governors	September 2021 September 2023
Improve access to information about support for disabled people	<ul style="list-style-type: none"> • Include awareness of LA policies and Access to work in staff induction • Signpost disabled parents/carers to the Children's Centre 	Disabled people are fully informed of sources of support	Deputy Headteacher supported by Family	On going

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			Support Worker	
Make reasonable adjustments for disabled parents/carers as required	<ul style="list-style-type: none"> • Send letters home to parents in different formats as appropriate e.g. large print, provide a reader etc. • Ensure space for wheelchairs users for assemblies/plays etc. 	The school responds to disabled people's needs and reasonable adjustments are made.	Headteacher INCO	On going
Ensure children's learning is appropriately differentiated.	<ul style="list-style-type: none"> • Teaching and Learning to take account of different learning styles and needs • Monitoring of learning to ensure differentiation • Work sampling on differentiation and differentiation of recording work • Staff Development on differentiation 	Learning needs of all children met	SLT, Staff	On going
To monitor the progress of all groups of children.	<ul style="list-style-type: none"> • Monitoring of on going progress and end of Key Stage TA results include different groups of children e.g. SEN, EAL • Utilise AM7 software • Continue Pupil Progress Meetings • ASP 	Progress of all groups of children being monitored	SLT, Staff, SIP and Governors	Termly