

## Achieve and Enjoy: Disability Equality Scheme (including Accessibility Plan) 2022-2025

Priority	Inclusion			Success Criteria			
Project Leader	Principal/ SENCO			Inclusion for all pupils			
Activities	Timescale	Personnel	Resources	Impact Milestones	Monitoring	Evaluation	Review
<b>1A: To develop vision and values that inform the accessibility plan:</b> <ul style="list-style-type: none"> <li>- Further develop the vision and values to promote inclusion through discussion with all school staff, parents, and governors.</li> <li>- To consult local disabled groups.</li> </ul>	Autumn 22	SLT	1 x staff meeting/ Principal meeting with SENCO	Vision and values clarify the term 'inclusion' for all pupils (made available on web site)	PRINCIPAL	SENCo Link Gov Termly Mtg/ Report to Govs	
<b>1A: To develop vision and values that inform the accessibility plan:</b> <ul style="list-style-type: none"> <li>- To provide appropriate induction for new staff and ancillary support staff e.g., lunchtime supervisors/ admin staff</li> </ul>	Autumn 22	SENCo/ SLT/ Business Manager/ Principal Meals Supervisor	SENCo to attend annual supervisors' meetings/ Induction Mtgs for new staff	Induction Policy reflects how inclusion/ accessibility is made clear to all new and existing staff	PRINCIPAL	Policy approval by Govs	
<b>1B: To develop data and information to support the accessibility plan:</b> <ul style="list-style-type: none"> <li>- To discuss access to the curriculum/ curriculum needs/ after school clubs with disabled pupils/ pupils with medical needs to inform possible developments</li> <li>- To liaise with pre-school teams and other relevant agencies to plan for pupils who are coming on roll.</li> </ul>	ongoing	SENCo termly monitoring	SENCo monitoring: Termly	SENCo Termly monitoring timetable includes time allocated to discuss needs and strengths with pupils/ possible actions reflected in timetabling	PRINCIPAL	SENCo termly report to Link Gov/ Curriculum Committee	
<b>1B: To develop data and information to support the accessibility plan:</b> <ul style="list-style-type: none"> <li>- To further develop an audit tool to inform self evaluation for accessibility and disability e.g., FAG and summative NFER Tracking for groups of pupils/ Pupil Progress Mtg focus/ WELLCOMM assessment information and tracking (Sp and Language)</li> </ul>	ongoing	SENCo/ PRINCIPAL	SENCo/ PRINCIPAL/ EP Meeting to adjust self review monitoring formats accordingly	SENCo termly monitoring formats reflect how accessibility is audited and acted upon	PRINCIPAL	SENCo termly report to Link Gov/ Curriculum Committee	

<p><b>1B: To develop data and information to support the accessibility plan:</b></p> <ul style="list-style-type: none"> <li>- To liaise with multi-agencies/ similar settings to ensure that pupils with medical and physical disabilities have appropriate contact with other like children</li> </ul>	ongoing	SENCo	SENCo release time to arrange contact/ multi agency links	Pupils with medical needs/ physical disabilities have regular, planned contact with other like children (reflected in their individual profiles- central files kept by SENCo)	PRINCIPAL	SENCo termly report to Link Gov/ Curriculum Committee	
<p><b>2A: To provide an inclusive curriculum for all that includes access to national curriculum swimming for disabled pupils and pupils with medical needs.</b></p>	ongoing	SENCo/ PRINCIPAL	PRINCIPAL to arrange appropriate transport/ swimming instruction for pupils.	Appropriate transport is provided/ Additional swimming instructor provision purchased (annually)	PRINCIPAL	PRINCIPAL report to H&S committee/ SENCo termly report to Link Gov/ Curriculum Committee	
<p><b>1C: To consult disabled pupils/ parents of disabled pupils/ pupils with medical needs to support additional access to the curriculum.</b></p>	Spring 23	SENCo	Termly meeting with parents/ pupils to discuss needs	SIP/ Accessibility plan is adjusted, or an addendum is created to reflect pupil needs (ongoing)/ evidence of meetings	PRINCIPAL	SENCo termly report to Link Gov/ Curriculum Committee	
<p><b>2A: To improve the extent to which pupils can participate in the school curriculum</b></p> <ul style="list-style-type: none"> <li>- Ensure appropriate deployment of staff to support PE.</li> <li>- To develop monitoring systems to assess how well LS are informed to continue lessons even when pupils are withdrawn to tend to specific needs.</li> <li>- To investigate alternatives for non-ambulant pupils to participate in Sports Days.</li> <li>- Involve EP/ SENCo/ Class Teachers in briefings related to the specific needs of such pupils as required.</li> <li>- <b>Ongoing collaborative information and practice sharing with SENAT, Sp and Language, Physio, inclusion team etc.</b></li> </ul>	ongoing	SENCo/ PRINCIPAL/Foundation Curriculum Lead	<p>SENCo to liaise with appropriate bodies as required to support pupils on an ongoing basis (as required)</p> <p>SENCo to provide opportunities for reflective practice</p> <p>SENCo to arrange for teachers to be involved in all briefings with SEN specialists</p>	<p>Pupils with disabilities/medical needs have full access and participation to the curriculum</p> <p>Alternative, appropriate provision is made for pupils with medical/ disabilities to access curriculum</p> <p>LS timed withdrawal of pupils from lessons for specific needs is used to continue lessons as appropriate</p> <p>All teachers are involved in briefing as required.</p>	PRINCIPAL	SENCo termly report to Link Gov/ Curriculum Committee	

<p><b>2B: To improve the physical environment of the school to increase the extent in which disabled pupils can access the curriculum</b></p> <ul style="list-style-type: none"> <li>- Bid for ramps for ALL exit and entry points around the school</li> <li>- Consider class size prior to location to ensure disabled pupils can move freely around classrooms.</li> <li>- To monitor the use of the playground by disabled pupils to ensure that the provision is satisfactory (accident monitoring)</li> <li>- 2 x disabled car parking spaces on academy car park.</li> </ul>	<p>Summer 25</p> <p>Ongoing</p> <p>Ongoing</p> <p>Summer 25</p>	<p>PRINCIPAL/ H&amp;S Supervisor/ SLT/ Premises Manager</p>	<p>Cost TBA for physical changes</p> <p>1x SLT meeting annually to discuss class sizes</p> <p>Annual accident monitoring (H&amp;S Supervisor)</p>	<p>Ramps are constructed for all entry and access points</p> <p>Classes are allocated on an annual basis to reflect the needs of pupils who are disabled</p> <p>Disabled access to main reception area is demarcated</p> <p>2 x disabled car parking spaces created Academy Car Park)</p>	<p>PRINCIPAL</p>	<p>PRINCIPAL Report to H&amp;S Committee/ Full Govs</p>	
<p><b>2C: To improve the delivery of information that is provided in writing for pupils who are not disabled:</b></p> <ul style="list-style-type: none"> <li>- Monitor differentiation to ensure that it meets the needs of all pupils.</li> <li>- To set up a system of information sharing between classes / SLT and hold annual transition meetings inc. involvement of SENCo as required, particularly Secondary school transition/transfer</li> <li>- To develop staff training needs as identified e.g., SEN Disability Discrimination Act Training.</li> </ul>	<p>ongoing</p>	<p>PRINCIPAL/ SLT</p>	<p>Termly self-evaluation</p>	<p>Self Evaluation indicates effective use of systems</p> <p>Differentiation appropriate for all</p> <p>Staff training completed: SEN Disability Discrimination Act 2001 Disability Discrimination Act 2005</p>	<p>PRINCIPAL/Curriculum Coordinators</p>	<p>Curriculum Coordinator's Termly Reports to Govs/ SENCo Link Gov Mtg</p>	

<p><b>3A: To develop effective management, coordination, and implementation of the accessibility plan:</b></p> <ul style="list-style-type: none"> <li>- Plan together with multi-agencies to support identified pupils e.g., LACE/PEP Team.</li> <li>- Develop all new policies to develop inclusive practices.</li> <li>- To recruit staff to support pupils with specific needs as a method of providing a contingency plan for staff absence.</li> <li>- To update the Governing Body on the Accessibility Plan yearly.</li> </ul>	Ongoing	PRINCIPAL/ Curriculum Coordinators	SENCo release time/ Coordinator directed time	<p>All new policies and guidelines reflect the vision and values of accessibility/ inclusion</p> <p>Accessibility Plan completed and presented to Govs.</p> <p>LS staff are recruited to support pupils with disabilities/ medical needs as new posts arise.</p> <p>Multi-agency meetings are used to support pupils</p>	PRINCIPAL	Full Governing Body	
<p><b>3B: To update the Accessibility Plan on a three-year cycle by:</b></p> <ul style="list-style-type: none"> <li>- Making it available to parents to read (at appropriate text size)</li> <li>- Provide links to the document on the school website.</li> <li>- Make additional copies available to parents/ other stakeholders on request from the school office.</li> </ul>	Annual  Yearly review of Website	PRINCIPAL/ Office Manager/ IT Technician	-	Web site links to accessibility plan	PRINCIPAL	Full Governing Body	

<p><b>4. Promoting Equality</b></p> <ul style="list-style-type: none"> <li>- Update Race Equality Policy to include disability discrimination.</li> <li>- Update Equal Opportunities Policy to cross reference to DES/ DDA.</li> <li>- Update Anti- Bullying Policy to cross reference to DES/DDA.</li> <li>- School Council to become a voice for disabled pupils in school to actively participate in change (including re-launch of Suggestion Box for all)</li> <li>- Purchase additional resources e.g., PSHE/ Library etc to promote positive images of disabled children/ young people and adults for curriculum delivery.</li> </ul>	<p>Summer 23</p> <p>Autumn 23</p> <p>Annually</p>	<p>PRINCIPAL/ Vice Principal</p>		<p>ALL policies comply with DDA and refer to DES</p> <p>School Council are representative of disabled population voice</p>	<p>Curriculum Committee</p>	<p>Full Governing Body</p>	
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## Report Yearly Report to Governors with SENCo/ PRINCIPAL Report

### Key to acronyms:

PRINCIPAL = Head Teacher

MAC = Multi-Agency Centre

PSE = Personal Social Education

LEA = Local Education Authority

TRIAD = Three school support project

SIP = School Improvement Plan

EP = Education Psychologist

LS = Learning Support

LACE = Looked After Children In Education

IT = Information Technology

SENCo = Special Educational Needs Coordinator

SLT = Senior Leadership Team

H&S = Health and Safety