

Disability Equality Scheme- Access Plan 2018-21
All Saints' CE(A) First School

<p>The purpose and direction of the schools plan: vision and values.</p>	<p>School mission statement reviewed annually ' A Christian caring Community', where everyone is encouraged to be the best they can be. School vision and values revisited and reviewed annually. DES/AP is part of SDP. Partnerships developed to engage all children through pupil school council, LEP, Extended Schools, and Holiday club.</p>
<p>Information from pupil data and school audit.</p>	<p>Training has focused on autism awareness, attachment disorder, Dyslexia, epi-pen usage, diabetes, manual handling, bereavement in children and adults, emotional health and wellbeing in pupils, restrictive physical intervention training and asthma. Staff are continuously involved in visits to specialist schools in the areas to develop good practice. Pupils and parents access the counseling service. Counseling service also available to staff. All safeguarding training up to date. All LAC procedures are reviewed, and we have a qualified LAC designated teacher. Care plans and PP's in place and reviewed termly for identified children. Outside professional agencies work closely in school to train staff and take part in multi agency meetings for targeted children as appropriate.</p>
<p>Views of those involved with the development of the plan.</p>	<p>All stakeholders aware of disability register and care plans/PP's where appropriate. Staff participate in multi agency meetings with parents and pupils if appropriate. School council meet regularly and share pupil views. All views taken into account when writing access plan. Disability questionnaires sent out to collate views.</p>
<p>Increasing the participation of disabled pupils in the curriculum.</p>	<p>Training met all staff needs as identified above. PP's and care plans in place for all, and we identify how to make the curriculum accessible. Educational visits policy in place and reviewed regularly. It is accessible to all on the server. Risk assessments reviewed and completed for activities. Curriculum review completed and monitored by curriculum team and subject leaders. Teaching and learning policy agreed and accessible to all on server and identifies good practice in differentiation (updated 2015). TA's, children and parents involved in planning process. Extra staff put in place to ensure children with high level needs can access clubs if needed. Outreach links with specialist staff and schools used to improve the accessibility to the curriculum for children with SEND and promote inclusion. TAs working with children with additional needs have training relevant to the children's needs.</p>
<p>Improving the physical environment of the school</p>	<p>Care plans in place for all identified children, including emergency evacuation plans where children need it. Community building built to be DDA compliant, includes ramps and a disabled toilet. All external steps have visible strips.. All lights changed when bulbs go. Fire risk assessment in place and reviewed annually. New fire system installed. Disabled parking spaces added to provide improved access for stakeholders. Handrails added at different heights to allow identified children to access the stairs. Furniture assessed and appropriate furniture purchased to allow access for all</p>

	children.
Improving the access to printed information to those with a disability	Newsletter and other letters to parents now available in written form, on school website (VLP) or via facebook posts. Text service to parents now in place. Text service for deaf parent in place (when needed). Parents informed they can have other key items in accessible forms if needed. Parent Support Worker supports parents with difficulties reading. Parents part of care plan/PP review meetings.. Parent forums initiated when need arises.

DES/AP action plan Dec 2018-2022

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
Further develop systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates	<ul style="list-style-type: none"> Disability questionnaire sent annually and included in new parents induction Pupils and parents part of care plan/PP reviews Bi annual questionnaires sent to parents and pupils to collate views School council to regularly assess pupil views 	LB Senco and class teachers EA JS	Sept 2018 Termly Bi annual Monthly	EA SENCo Report to govs and parents SLT
Further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.	<ul style="list-style-type: none"> PP/care plans reviewed with pupils, parents, outside agencies (including Kids Club) Differentiation focus of teaching and learning observations in Autumn term 	Senco (school and Kids Club) and class teachers SLT and HT	Termly Annual	Report to govs Report to govs

Further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors	<ul style="list-style-type: none"> Disability report to governors and review of action plan to be part of annual head teachers report 	EA	Annual	Governors
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<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Agree targets in three key areas and ensure that these are included within the School Improvement Plan and that resources are identified to ensure their implementation				
Increase access to the curriculum for all children: <ul style="list-style-type: none"> Improve quality and provision of TA support to impact on individual learning needs Maintaining and improving the progress of pupils in vulnerable groups (inc PP) through targeted interventions Ensuring that all interventions have impact, changing interventions quickly when impact is not shown 	<ul style="list-style-type: none"> Targeted intervention reviews show positive impact on individual children's attainment. Progress and Attainment of pupils in vulnerable groups has increased and gap between Vulnerable groups and non-vulnerable group narrows 	SENCo	Dec 2018	SLT and governors strategic committee
Increase access to the physical environment by: <ul style="list-style-type: none"> Providing disabled toilets in main building 	<ul style="list-style-type: none"> Disabled toilet in main building 	EA	July 2020	

<ul style="list-style-type: none"> • Providing appropriate small teaching spaces to meet the identified needs of all pupils. 	<ul style="list-style-type: none"> • Increased small teaching spaces to give pupils an appropriate environment to meet their learning needs. 	EA / LB	July 2021	Resources committee during termly meetings
<p>Increase access to written materials by:</p> <ul style="list-style-type: none"> • Full dyslexia status renewed (Dyslexia level 2) • Improve use of email, text service, social media platforms, Parentpay, and BGfL365 	<ul style="list-style-type: none"> • Children have access to written materials in dyslexia friendly way • Parents have better communication with school through medium of their choice 	SENco Office staff	July 2019 July 2019	SLT SLT

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