

Disability Equality Scheme Action Plan and Accessibility Plan

Exeter Road Community Primary School

June 2015 – June 2018



**‘Every Child Can Succeed’**

<b>Access to the curriculum</b>					
<p>The SENDCo, in conjunction with the head teacher, is responsible for:</p> <ul style="list-style-type: none"> <li>- evaluating the effectiveness of interventions and relative effectiveness</li> <li>- observing more lessons and sampling lesson planning, looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning</li> <li>- monitoring the appropriateness of pupil groupings</li> <li>- monitoring the deployment of Teaching Assistants.</li> </ul>					
<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
Ensure ICT appropriate for pupils with disabilities.	<ul style="list-style-type: none"> <li>• Review accessibility of ICT (including whiteboards), using ICT/SEN team specialist advice for individuals.</li> <li>• SEN TAs to access specialist expertise for individuals.</li> </ul>	Autumn 2015	Any additional costs to be determined	SENDCo +PR	Lesson observations.  Discussions with children.
All staff have an understanding of SEND changes and responsibilities.	<ul style="list-style-type: none"> <li>• Staff to have training on meeting needs of SEND.</li> </ul>	Ongoing through PP meetings		SENDCo	
Children with identified needs are supported effectively.	<ul style="list-style-type: none"> <li>• Staff have training to meet specific pupil needs.</li> </ul>	As needed, per child, per year group	Training costs	SENDCo SLT	Review of interventions/IEPs/My Plans/SSN/EHC plans

<p>Pupils with motor control difficulties can access work alongside their peers.</p>	<ul style="list-style-type: none"> <li>• Ensure provision and use of</li> <li>- Writing slopes</li> <li>- Tactile cushions</li> <li>- Pencil grips</li> <li>- 2B pencils</li> <li>- Funfit</li> <li>- Proprioceptive activities</li> </ul>	<p>Ongoing</p>	<p>£50 per year (consumables)</p>	<p>SENDCo Class teachers</p>	<p>Lesson observations Teacher feedback</p>
<p>Pupils with sensory impairments can access work alongside their peers.</p>	<ul style="list-style-type: none"> <li>• Ensure appropriate adjustments are made in class</li> <li>- Mobile Soundfield system purchased</li> <li>- Children seated appropriately to see/hear teacher and peers</li> <li>- Children with HI are supported to manage their own equipment</li> <li>- Font size is adjusted as necessary for pupils with VI</li> <li>- ICT accessible</li> </ul>	<p>June 2015  Ongoing, as needed</p>	<p>£1171.20  (funded by DCC)</p>	<p>SENDCo Class teachers</p>	<p>Lesson observations IEP/My Plan/SSEN/EHC plan reviews</p>

**Access to premises**

The Head teacher with governors will monitor accessibility and suitability of site to meet needs of pupils, staff, parents and community users and respond to any new needs.

<b>Target</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
Pupils with mobility difficulties can access offsite learning opportunities alongside their peers.	<ul style="list-style-type: none"> <li>• Look at accessibility of Forest school site for wheel chair use</li> <li>• Transport children to site</li> <li>• Allow additional time</li> <li>• Risk assessments identify additional needs.</li> </ul>	Autumn 2015 As needed	?	Outdoor Education coordinator/SLT  Class teachers	Planning  Risk assessments  Children's experience
Changing and toilet facilities for children with medical needs - offsite	<ul style="list-style-type: none"> <li>• Review changing and toilet facilities at Forest School site</li> </ul>	Autumn 2015	?	Outdoor Education coordinator/SLT  Class teachers	MC  All staff on visits
Children with identified needs are supported effectively.	<ul style="list-style-type: none"> <li>• Staff to have training on meeting needs of children with medical needs</li> </ul>	As needed	Training costs	SENDCo  SLT	Reviews of care plans
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• Consider topic themes</li> <li>• Visitors to school</li> <li>• Reading book audit</li> <li>• Purchase reading books that reflect disabilities</li> <li>• PSHE curriculum</li> </ul>	Autumn 2015  Autumn 2015 (link to Accelerated reading programme introduction)	Notice board for suggestions/ review of topics  £500	School community    SG AR SL/ME	Pupil voice – team captains termly team meetings.   Book discussions  Circle time discussions

<b>Newsletters and information</b>	<ul style="list-style-type: none"> <li>• Audit staff, governors and parents, on accessibility of website/blog</li> <li>• Continue use of newsletter and texts</li> </ul>	July 2015  September 2015		PG	PG  Governors
<b>Staff</b>	<ul style="list-style-type: none"> <li>• Monitor data in relation to recruitment, retention and professional development.</li> <li>• Encourage disclosure of disability</li> </ul>	Ongoing	Possible access to work application	PG  BA	Governors