

Great Chart Primary School
Disability Equality Scheme Action Plan 2023-24

| Objective/ Target | Activity | By When | By Whom | Success Criteria |
|--|--|--------------------|----------------------------------|---|
| Review Disability Equality Scheme | Review scheme at staff meetings and Governors Personnel | November each year | HT/DHT | Disability Equality Scheme reviewed by stakeholders indicated |
| Awareness of Diversity and Equality for all staff | Member of staff responsible for this area in school. Objective on School Plan 2022-23. Staff training to take place | Focus 2023-24 | All staff | Staff awareness of diversity and equality reinforced. Curriculum reflects diversity. |
| To identify children allocated to EYFS for the next academic year who need provision made | At least one visit per child to settings providing pre-school provision More than one visit for children identified as needing. Liaison with pre school and nurseries and outside agencies and parents where relevant. | May 2023 | EYFS Leader | Staff are fully prepared for new intake to prepare for a smooth transition. |
| To establish and maintain close liaison with parents | Parent of children with who need support and a provision plan are invited to review the plan with the class teacher and/or SENCO/ Assistant SENCO | 3 times a year | Class teacher/ Inclusion team | Parents of children with special education needs feel involved in supporting their child. Their child makes good progress and can access the full curriculum. |
| To establish and maintain close liaison with outside agencies for pupils with additional needs | Time allowed for SENCO and other staff to attend network opportunities Time allowed for staff to attend relevant meetings /training. | Ongoing | Inclusion team class teacher | Staff attend relevant meetings to ensure the school is meeting the needs of the pupils with SEND |
| To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits | Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school Ensure each new venue is vetted for appropriateness. Adult supervision is appropriate for needs of children. | Ongoing | Inclusion team and class teacher | All pupils are accessing and experiencing the opportunities available |
| To include pupils with a disability, medical condition or other access needs as fully as possible in | Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school. | Ongoing | Inclusion team and class teacher | All pupils are accessing and experiencing the opportunities available. |

| | | | | |
|---|--|-----------------|---|--|
| extracurricular provision | | | | |
| To regularly review the curriculum and teaching plans to ensure children have access to all opportunities and their needs are being met | Termly planning meetings to review curriculum plans. Differentiation and relevant visual support provided to aid access to learning. | Termly | Class teachers and subject leaders | All pupils are accessing and experiencing the opportunities available. |
| Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs | Annual training cycle that includes SEND and specific training as identified. | Annually | Al staff | There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to promote awareness for all relevant staff. |
| Use ICT software to support learning | During PPM meetings staff discuss strategies to aid learning eg use of chrome books, Communicate in Print etc. | Termly | SLT Class teacher Inclusion team | Wider use of SEN resources in classrooms to support pupils |
| Analysis of Standards | Track pupil progress of pupils with a disability | Term 2, 4 and 6 | Phase Leaders/ Class teachers/ Inclusion Team | Pupils tracked to ensure they progress as expected |
| Ensure information is gathered regarding pupils joining the school | Review existing application forms to ensure information is recorded regarding disabilities. Record this information centrally on the MIS | Ongoing | Business Administration Manager | School holds records of pupils with disabilities. Procedures are reviewed to assist these pupils. Health Care Plans formulated if necessary |
| Ensure information is gathered regarding all staff including those under a different contract | Review existing application forms to ensure information is recorded regarding disabilities. Record this information centrally on the MIS | Ongoing | Business Administration Manager | School holds records of staff with disabilities. Procedures are reviewed to assist staff |

| | | | | |
|---|---|------------------------|--------------------------------|--|
| Review information to parents/carers to ensure it is accessible. | Provide information/ letters/emails in clear print in "simple" English. School office and the FLO will support and help parents to access information and complete school forms | Ongoing | Office staff FLO | All parents receive information in a form that they can access All parents understand what are the headlines of the school information |
| Provide information in other languages for pupils or prospective pupils | Access to translators. Interpreters to be considered and offered if possible where necessary | Ongoing | Office staff | Pupils and/or parents feel supported and included |
| Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children | Seek support from LA HI and VI advisory teachers when necessary | | Inclusion Team | All children have access to the appropriate environment |
| Ensure access to reception area for all | Maintain entrance area for wheelchair access | | Office staff and site managers | Disabled parents/carers/ visitors feel welcome |
| Ensure disabled toilet facilities meet current regulations | Maintain disabled toilet facilities | | Site Managers | Disabled parents/carers/ visitors feel welcome |
| To ensure disabled parking space is available at all times | Regular notices/ reminders to other parents in newsletters | Ongoing | HT/ DHT | Disabled parking space kept clear |
| To ensure supply staff are aware of disabilities of some pupils | Information to be shared as appropriate with relevant staff. Google doc related to medical issues | Updated each September | DHT | All teachers better informed |
| Ensure colour contrast around the school is maintained for VI | Maintenance programme | | Site Managers | Colour contrast around the whole school is clear for the whole community. |
| | | | | |