

Middlethorpe Primary Academy

Disability Equality Scheme (Action Plan & Access Plan included below)

The SEN and Disability Act 2001

Since 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA 1995:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The action plan attached sets out the proposals of Middlethorpe Primary Academy to increase access to education for disabled pupils in the three key areas identified below as required by the planning duties in the DDA:

- promote opportunities for disabled pupils to participate in the *Academy curriculum*;
- develop the *environment* of the Academy to ensure that disabled pupils can take advantage of education and associated services;
- ensure that *information* is provided in appropriate formats for disabled pupils so that they are not disadvantaged.

As a requirement of our specific duty in the DDA 2005 requiring Academics to publish a Disability Equality Scheme, we have signed up to North East Lincolnshire Council's Corporate Equality Scheme and extended this action plan to address how the Academy will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

We intend to implement the general duty by actively reviewing all our policies, procedures and planned access improvements to remove barriers that result in greater recruitment and retention of disabled staff and greater participation of disabled pupils, disabled parents and community members.

It is also a requirement that the Academy's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The action plan also demonstrates how the Academy will address the priorities identified.

The action plan is to cover pupils, staff, parents and users of the Academy.

Middlethorpe Primary Academy

Disability Equality Scheme Action Plan & Access Plan

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><u>Access to the curriculum</u></p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<p>Ensure that the use of ICT does not discriminate against individuals due to access problems (i.e. scotopic sensitivity / use of key board / vision difficulties, epilepsy, etc)</p>	<p>Summer Term 2010</p>	<p>Time</p>	<p>ICT co-ordinator SENCO SLT</p>	<p>SLT / Governors Report to Governors on outcome Review- in the light of new pupils identified with difficulties</p>
<p><u>Access to the curriculum</u></p> <p>Create effective learning environment for all children</p>	<p>Monitor children who regularly miss PE. Ensure no children are excluded from activities on cost / disability grounds.</p>	<p>Termly check Annual Residential visits</p>	<p>Availability of suitable change of clothing Participation list SEN records Medical records</p>	<p>CT / PE subject leader SLT</p>	<p>Subject leaders produce report for SLT Head report to GB annually</p>
<p><u>Access to the wider curriculum</u></p>	<p>Continue to build registers of participation in extended Academy activities – check for barriers.</p> <p>Continue to build on out of Academy hours provision</p> <p>Ensure a range of opportunities are available to the children in all year groups.</p> <p>Promote multi skills for least co-ordinated pupils.</p> <p>Liaise with Extended Academys Co-ordinator re Holiday</p>	<p>On-going Ongoing Ongoing Ongoing Ongoing</p>	<p>Extended Academy Register. Sports activity registers Time to input data</p>	<p>Head PE subject leader Extended Academy Leader</p>	<p>Feedback to Governors</p>

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><u>Access to the curriculum</u></p> <p>Ensure that all policies consider the implications of Disability Access link into Diversity and Equality Policy</p>	<p>Review current policies that involve implications for Disability Access</p> <p>Consider the impact of DA when reviewing behaviour codes / Academy rules, Anti bullying Policies, Homework, Uniform and Health provision.</p>	<p>3 year rolling programme</p> <p>Summer 2012</p>	<p>Staff meeting time 2008</p>	<p>SMT</p> <p>SENCO</p>	<p>Feedback to governors</p>
<p><u>Academy Premises</u></p> <p>Develop site access to ensure that the diverse needs of pupils, parents and community users are met.</p>	<p>Review Academy evacuation plans.</p> <p>Termly check on effectiveness of fire evacuation procedures to ensure they meet the needs of all.</p> <p>Annual review of Fire and safety signage.</p> <p>Draft individual plans to meet individual needs of any identified pupils.</p>	<p>April 2010</p> <p>Termly</p> <p>Annual</p> <p>As appropriate</p>	<p>Time to review policy and procedures</p> <p>!/2 termly survey time</p>	<p>HT</p>	<p>Leadership Team</p> <p>Reports to the Governing Body</p>
<p><u>Attitudes</u></p> <p>Promote positive attitudes to disability</p>	<p>Review content of PSHCE Curriculum to ensure that it promotes a broad understanding and positive approach to disability in its widest sense.</p> <p>Ensure that achievements of</p>	<p>On going</p>	<p>Monitoring through award presentations, class teacher awards, participation in activities.</p>	<p>Leadership Team</p> <p>PSHCE subject leader</p>	<p>Leadership team</p>

	children of all abilities are recognised and celebrated in equal measure.				
Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Communication with parents</p> <p>Availability of documents in alternative formats</p>	<p>Review accessibility of letters etc for parents...currently in hard copy and electronic format. Ensure that staff are aware that alternative forms of communication may be needed. (size, audio, other language)</p> <p>Ensure parents are made welcome and are aware that If required efforts will be made to provide documentation in an accessible format.</p>	On going	<p>LA team to offer documentation / communications in alternative format if Academy lacks expertise to provide what is required. Ref Sims data</p> <p>Current - Polish</p>	Senior Admin Officer SLT Inclusion	Academy Leadership Team
<p>Staff</p> <p>Promote equality of opportunity for staff</p>	<p>Monitor data in relation to recruitment, retention and professional development. Encourage the disclosure of disability. Develop an annual staff survey.</p>	Ongoing	Time to develop and analyse survey.	Head Leadership Team	Governing Body