

PRIORITY OUTCOME: During the next three years St Nicholas School will - Promote equality of opportunity between disabled and other people; eliminate discrimination and harassment; promote positive attitudes to disabled people; encourage participation by disabled people in public life and take steps to meet disabled people's needs, when this requires more favourable treatment.

AIM	ACTION	DEADLINE	LEAD	WORKING WITH	SUCCESS MEASURE
To show how the school is meeting its general duty to promote disability equality across all of its areas of responsibility	Annually review single equality school. ON-GOING MONITORING IN LINE WITH SEND	2015-2018	Headteacher	Pupils, parents, staff, governors and other stakeholders.	Equality and Diversity embedded throughout school, the curriculum and policies
To secure quality up to date data to enable the diverse needs of disabled people to be met	Gather, record and monitor information relating to disabled people (pupils, parents, staff and carers)	On-going	Headteacher	Staff, parents	Routine data collation system relating to disabled people established. Improved involvement mechanisms to increase understanding of the views, needs and preferences of disabled people at risk of disadvantage. 1. Visitor data analysis . 2. WG information 3. Ask parents/carers
To produce policies and practices which are non-discriminatory and actively promote disability equality.	All new and existing policy, procedures and practices to undergo disability equality impact assessment	On-going	School Leadership team	Staff and Governors	Policies and practices are non-discriminatory and actively promote disability equality.

Development of PMLD Curriculum.	Create PMLD Curriculum in line with individual needs/therapy	2015-2018	Louise Huddleston/ Gillian Newport/Rose Whatley(overall curriculum)	Staff	Embedded PMLD curriculum with appropriate assessment tool.
To continually seek to improve the facilities for staff, students, parents and visitors.	Ensuring that the recent improvement in the environment of the school is maintained. ON-GOING MONITORING	2018	School Leadership Team	Stakeholders	Physical access continually improved
To inform all stakeholders of the school's duties under the DES.	Raise awareness of elements of the duties with all staff, governors, parents and pupils.	On-going	Headteacher		Stakeholders are better informed about disability issues and the DES in particular
Alternative methods of communication to be used when necessary.	The school will continue to take into account the preferred means of communication for those with whom they are consulting.	On-going	School Leadership Team	Staff	Different methods of communication used so that all stakeholders understand the information provided by the school; communication working party in collaboration with multi-agencies; CAT team
To offer all necessary reasonable adjustments for parents and carers so they can play a part in the school's activities.	Making reasonable adjustments for disabled parents/carers eg - communicating with them via the phone providing a signer, putting letters home into Braille/large font/home language, providing wheelchair access.	On-going	School Leadership Team		Disabled parents and carers are not disadvantaged. Use of the interpreter services.

<p>To increase the number of disabled job applicants as a result of inclusive and non-discriminatory practices.</p>	<p>To investigate the recruitment, development and retention of disabled employees.</p>	<p>On-going</p>	<p>Headteacher</p>	<p>Staff and prospective staff</p>	<p>Number of disabled applicants increases. Practice reviewed and amendments to procedures as follows - <ol style="list-style-type: none"> 1 Teaching and TA vacancies on Kent Teach and school website 2 Other vacancies - website and other medium as appropriate </p>
<p>To work towards making St Nicholas School a place where barriers for disabled staff are eliminated and positive attitudes are promoted. To offer disabled staff the same opportunities for progressions as non-disabled staff.</p>	<p>Review - number of staff with impairments promoted/regarded</p> <ul style="list-style-type: none"> - Number of staff with impairments disciplined - Number of disabled staff taking out a formal grievance/harassment claim - Number of disabled who leave the school including reasons (eg redundancy, dismissal, ill-health, retirement) - Number of disabled applicants for staff development and current disabled employees undertaking staff development <p>And as a result of monitoring take remedial action if necessary</p>	<p>On-going</p>	<p>Headteacher</p>	<p>Staff</p>	<p>Removal of potential barriers for disabled staff - under review</p>

To improve support for existing staff who develop disabilities	Develop a process for supporting existing members of staff who develop disabilities during their employment. Risk assessments; incapacity assessments	On-going	SMT	Staff	Support for staff who develop a disability during employment is available
To make stakeholders aware of outcomes of the impact assessment process and results from assessment.	Publicise results of the impact assessment process in annual report		Headteacher		Published Impact assessment reports on website
Develop the Right Respecting Schools Award and participation of all staff, parents and stakeholders.	Rights Respecting Schools Award - application.	2015-2018	RRSA group led by Rose Whatley	All staff and pupils and communities	Successful application for award and rights embedded across the school.
To reduce the gap for pupils with Severe Language Difficulties as their primary need by developing a consistent phonic based literacy programme	school to promote and recognise the need to promote literacy and communication skills; literacy manager; reading recovery; better reading	Ongoing	Gillian, Stephen, Brid Jane, all class teachers	progression in literacy and reading skills	data collection, resources for phonic programmes which may incur a cost; monitoring of reading diaries
Ensuring standards for Equality and Diversity in the school community	Raising standards/role models/positive relationships	Ongoing	GN/EW/SW	Equality and diversity embedded into the school community. On-going programme	working party/Equality and Diversity display board

Equality and Diversity guidelines to consider when planning	Consideration for others and taking action to support cultural diversity; monitoring tasks	Ongoing	VB/PB	Embedding positive ethos. Ongoing programme within the curriculum/wider community	Meeting Visible guidelines
Guidelines for parents needs	Consideration for the diversity of parents/access to information	Ongoing	VB/PS/EW	Developing resource bank and confidence. Ongoing evaluation and support.	Meeting Visible guidelines