

SUCCESS FOR EVERYONE: ACTION PLAN FOR DISABILITY EQUALITY SCHEME

Name of Setting: St Matthew's CE Primary School Date Completed: Autumn Term 2018
Updated: November 2018

Name of person co-ordinating this Plan: Simone Taylor

1. SETTING INFORMATION

1.1 Vision and Values:

(Describe your ongoing ethos and vision relating to inclusion/accessibility)

At St Matthews we actively promote and support inclusive practice. We value each child as a unique individual and are committed to providing the best learning environment for all of our children. The school provides an inclusive learning environment and services for all children, families, staff and community stakeholders. All children, families, staff and community stakeholders will be supported to Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Wellbeing.

1.2 Meeting the Diverse Needs of the Community: (Describe the range of needs met within the setting including those children with SEN/LAC/Children in need, vulnerable groups, etc. Please quantify in terms of numbers of children. Also include adults, Parents, Staff, other Professionals who support school and potential community users)

We have 18 children on the SEN register. 1 of these children has a EHCP

31 children wear glasses

21 children have asthma

1 child has a severe allergy

3 children have a mild allergy

1 child has sickle cell anaemia

20 children are gifted and talented

Staff and professionals with disabilities:

2 hearing impaired

1 with mobility needs

86% of pupils are EAL

Parents with disabilities: 1 parent is on dialysis

1.3 (a) Consultation to inform Audit/Action Plan: (Priority Actions suggested by views of School/Setting Staff and Support Services, Outside Agencies (e.g. Physio, SALT, EPS))

The staff have identified the need to improve the planning, delivery and review of support and outcomes for disabled children and children with SEN by developing skilled inclusive procedures and practice between teachers and teaching assistants.

Regular pupil progress meetings between staff and SLT support reflection on progress and provision for children with disabilities and SEN. Inclusive staff scrutiny of books and planning has been introduced on a half-termly basis. Strengths and areas for development are discussed at meetings and this impacts on planned CPD provision.

All staff have been involved in discussing and developing strategies to support and improve general pupil behaviour around school. A new system of rewards has been introduced in consultation with staff, pupils and parents. Positive behaviour strategies are used throughout the school as a result of whole staff training. A new system of monitoring attendance and lateness has been introduced, so that attendance can be maintained at 96% and above.

A knowledge rich curriculum has been introduced to all year groups, which celebrates the individual

strengths of the children and reflects the interests of the children and the local community. Parents and staff living in the locality have been involved in contributing to lessons.

1.3 (b) Views of Parents: (Priority Actions suggested by views of Parents)

Parents generally reported that they feel involved in many school based activities and that they feel welcome in the school because:

There are regular consultation days throughout the year. Parents are consulted about their views and child's needs. Parents are included in regular reviews of IEPs and annual statements.

In the Early Years parents are actively involved in the EYFS profile data sharing information to identify needs.

Staff have conducted home visits to a sample of children across the school to gather information to support the curriculum.

Parent workshops are held on a weekly basis in the community room.

Parents were invited to participate in the election of the school house system.

The main areas that the parents thought were important to further develop were:

Homework support for parents and carers including a session to explain the new materials.
Family support to manage emotional needs

1.3 (c) Views of Children and Young People: (Priority Actions suggested by views of Children and Young People)

The children identified through circle times, Young Leaders meetings and a questionnaire the following priorities:

- They would like more opportunities for sport and leisure activities on and off the school site
- They would like the rocking part of trim trail to be repaired.
- Y6 said that they would like locks on the pupils' toilet doors.

1.4 Who contributed to this Plan? (Please include nature of disabilities/impairments)

All teaching and classroom support staff (2 hearing impaired, 1 physical disability)
Young Leaders
School governing body

2. AUDIT

Name of Setting: St Matthew's CE Primary School

Summary of Success For Everyone Audit:

Standard	1	2	3	4	5	6	7	8	9	10
Audit point	8	10	5	6	7	6	7	8	8	7

Following the Audit, what are your priorities for the next year?

Priorities	Which Standard does this Priority relate to?	Who will lead on this Priority?
Improve the planning, delivery and review of learning and outcomes for all children including disabled and those with SEND, EAL and G and T by developing skilled, inclusive procedures and practice between teachers and TAs.	3 Staff Development	SLT
Improve teaching and learning so that outcomes for all children but particularly those who are vulnerable, so that they make good or accelerated progress.	6 Teaching and Learning	SLT
Further develop the provision mapping system in order to evaluate the impact of strategies to support children on the SEN register and share findings with all staff.	5 The extended inclusion team.	AHT inclusion Supported by PSS and BSS. SEN Governor

3. ACTION PLAN FOR DISABILITY EQUALITY SCHEME

Name of Setting: St Matthews CE Primary School

DATE STARTED: Dec 2018

Objective/s (From the Feature chosen)	Accessibility Code*	ACTIONS			HOW WILL YOU MEASURE THE IMPACT ON OUTCOMES FOR EVIDENCE What evidence will you collect to show that the objective has impacted on outcomes for vulnerable/disabled children and adults?	WHEN TO ACHIEVE BY Short term: 1 yr Medium term: 2 yr Long term: 3 yr Provide date
		HOW (How will we get there?)	WHO (Who needs to do what?)	RESOURCES (Who and what do we need to help us?)		
TA's and Teachers to access a programme of bespoke professional development relating to scaffolded/ guided work/talk to support the learning needs of all pupils, particularly vulnerable groups.	C and I	Identify vulnerable groups. Link to target in performance management and identify generic training issues identified by staff. Plan out a series of staff meetings and INSET days to meet these needs.	SLT Maths, Literacy and Inclusion Lead Identify needs and provide relevant training (Inclusion and Lit Lead formerly worked as consultants for the LA)	Time to plan INSET and make necessary resources. Expertise of in-house staff.	Lesson observations formal/informal Progress trackers Comments from parents at parent consultations, Comments from pupils at IEP reviews Comments from teachers at pupil progress meetings and book scrutinies.	1 year, 2 years
Improve teaching and learning so that outcomes for all children but particularly those who are vulnerable, so that they make good or accelerated progress.	C and I	Identify vulnerable groups. Link target to performance management. Follow up inset through targeted lesson observations. Pupil progress	All staff – supported by SLT, maths and lit leaders.	Time Cover costs for meetings	% of quality of teaching judgements at good or above increase. Pupil progress is good or accelerated. % of children at age-related expectations in reading, maths and writing increases. For vulnerable groups, progress will be	1 year, 2 years

		meetings. Monitor planning and book scrutiny. Prioritise actions regarding planning and assessment for groups who are falling behind. Follow up with further observations if lessons satisfactory or below. Induct new staff.			accelerated so that they are closer to age-related expectations.	
Further develop the provision mapping system in order to evaluate the impact of strategies to support children on the SEN register and share findings with all staff.	C and I	All paperwork to be digital. Work with PSS to evaluate improvement in use of data base to link IEPs and reviews, plus provision and impact of strategies. Introduce expectations from national data regarding performance of SEN pupils onto IEPs.	AHT inclusion PSS SLT SLT to monitor impact and report to staff and governors.	Time, extra purchase of PSS support £300 per day	Pupil progress and attainment accelerated. Targets are smarter and the interventions are evaluated. Staff questionnaire with results analysed and evaluated. SLT are able to access data base for all relevant information, including English and maths lead.	2 Years

Increasing the extent to which everyone can participate in the school curriculum?	C
Improving the physical environment so everyone can take advantage of education?	E
Improving the delivery of information so that it is accessible to everyone?	I

4. Additional Considerations during the life of this plan / on-going review

Date	Issues that have arisen	Action taken	Evidence to collect of Impact on Outcomes for pupils, staff, parents, other adults with disabilities

5. Action Plan for Disabled Adults (Parents, Staff, Community Users)

Date	Issues that have arisen	Action taken	Evidence to collect of Impact on Outcomes for pupils, staff, parents, other adults with disabilities

DISABILITY EQUALITY DUTY (DED) 2005

Specific Duty: Disability Equality Scheme

Checklist

To comply with the requirements for your school to produce a Disability Equality Scheme (DES) have you:

<ul style="list-style-type: none"> Involved disabled stakeholders in real engagement/consultation to produce and monitor the DES- must include pupils/students, staff at all levels, governors, parents, visitors to school such as other professionals or council officials and people from the wider local community. 	
<ul style="list-style-type: none"> Collected accurate and up-to-date data of the disabled population of the school and community. 	
<ul style="list-style-type: none"> Analysed this data in terms of admissions, pupil achievement and exclusions. 	
<ul style="list-style-type: none"> Analysed this data in terms of the recruitment, retention and career development of disabled staff. 	
<ul style="list-style-type: none"> Analysed the accessibility and suitability of educational and other school services in terms of the implementation of the 6 aims of the General Duty of the DED. 	
<ul style="list-style-type: none"> Ensured plans have specified lead responsibility, resources needed and a clearly defined timescale. 	
<ul style="list-style-type: none"> Ensured that targets in the Scheme form part of the strategic priorities of the school. 	
<ul style="list-style-type: none"> Established a rolling programme to review all school policies and procedures to consider the impact these have on the disabled members of the school/community and the barriers they face. 	
<ul style="list-style-type: none"> Planned to always involve disabled people in this review process. 	
<ul style="list-style-type: none"> Set up a timetable to monitor the Scheme and report annually on progress, also publishing outcomes in a range of formats. The Scheme will need to be reviewed and revised after 3 years. 	