



## John Scurr Primary School

### Disability Equality Scheme ACTION PLAN 2019 - 2021

| Eliminate unlawful discrimination                                                                                                                                               |                         |                                                                                                                                                                                                                                  |                   |                                                                                                                                                                       |
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| Priority                                                                                                                                                                        | Person Responsible      | Process/actions/resources                                                                                                                                                                                                        | Timescale         | Expected Outcomes                                                                                                                                                     |
| Ensure staff, parents, children and the Governing body are aware of current legislation surrounding diversity and equality and understand the school's responsibility under it. | HT/designated GB member | Review relevant statutory and non-statutory policies reviewed with the staff, parents and the GB as required                                                                                                                     | Sept 2019 ongoing | Staff and Governors consider equality issues. Relevant documents are agreed and ratified.                                                                             |
| All parents/carers can access information about their children's progress                                                                                                       | Inclusion team SLT      | Reports are made available in alternative forms e.g. large print or audio. Parent meetings are held in rooms that are accessible to disabled parents or rooms that are non-threatening. Alternative timescale given if required. | Sept 2019 Ongoing | All parents/carers can access verbal/written feedback on the progress of their children.                                                                              |
| All children can access ICT in a way that will enable them to access the curriculum appropriately to be successful                                                              | SENCO ICT Co-ordinator  | Advice sought from SEN ICT Team. Appropriate equipment to be borrowed from THATLL as identified in assessments / pupil progress meetings                                                                                         | Sept 2019 Ongoing | All children are able to access and use equipment to support their learning and work to their full potential.                                                         |
| The school are easily accessible in a way that is safe, secure and safely evacuated by all.                                                                                     | HT Premises Team        | To review site and liaise with the Fire Safety Officer regularly.                                                                                                                                                                | Ongoing           | The site will be accessible by all stakeholders and safely evacuated by all in fire drills or emergencies with reasonable adjustments made for all with disabilities. |
| Reasonable adjustments will be made for staff with disabilities.                                                                                                                | HT, DHT, SBM SENCO      | Staff needs to be audited annually. Meetings with HT/DHT/SBM to ascertain reasonable adjustments. New staff to be audited on entry. Induction process to be reviewed.                                                            | Sept 2019 ongoing | All needs will be met where reasonable adjustments can be made.                                                                                                       |

| <b>Eliminate disability related to harassment</b>                                      |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Priority                                                                               | Person Responsible                       | Process/actions/resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Timescale            | Expected Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                   |
| All staff on all sites to be aware of children's disabilities and how it affects them. | SENCO<br>Inclusion team                  | Set up Provision Map<br>S/L Service to meet teachers regularly. Outreach Team/EP to lead PDMs and support identified classes. PPM to keep staff & SENCO informed. HSW to liaise with families.<br>Children write and review own section of IEPs.                                                                                                                                                                                                                                                                      | Sept 2019<br>Ongoing | Staff awareness of needs increases. Children are confident to seek help.                                                                                                                                                                                                                                                                                                                                                            |
| To record and monitor all disability related harassment.                               | All staff<br>HT                          | All incidents to be recorded and reported. Monitor/analyse incidents. Identify support where appropriate and deliver. HSW to monitor before/after school re: adults.                                                                                                                                                                                                                                                                                                                                                  | Sept 2019<br>ongoing | All incidents are dealt with. Incidents decrease. All stakeholders feel safe/secure.                                                                                                                                                                                                                                                                                                                                                |
| The Anti-Bullying policy makes reference to bullying relate to all who are disabled.   | SLT<br>PHSE Co-ordinator                 | Review anti-bullying policy. Anti-Bullying week includes this area of disability.                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sept 2019<br>ongoing | Understanding of Bullying related to Disability is developed. Everyone understands reporting procedures. All incidents are successfully dealt with and recorded.                                                                                                                                                                                                                                                                    |
| <b>Promote Equality of Opportunities</b>                                               |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Priority                                                                               | Person Responsible                       | Process/actions/resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Timescale            | Expected Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                   |
| To publish and promote the Disability Equality Scheme                                  | HT/ Marketing<br>Officer/INCO            | Disability Equality Scheme available on school website and through school newsletter.<br>Training and awareness sessions held as required to develop and support staff knowledge and understanding                                                                                                                                                                                                                                                                                                                    | Sept 2019<br>Ongoing | Staff, parents and children have good awareness of the policy and it's content                                                                                                                                                                                                                                                                                                                                                      |
| All children have access to activities that happen outside of school                   | All Staff                                | Risk assessments must take account of any disability needs. Transport arrangements are to be clear. Staffing to be adjusted to support disability. R.A. forms to be reviewed.                                                                                                                                                                                                                                                                                                                                         | Sept 2019<br>Ongoing | All children are able to access all learning opportunities off site. Staff development ensures confidence in planning to meet needs of all children.                                                                                                                                                                                                                                                                                |
| All children have access to an appropriate curriculum.                                 | All Staff<br>DH Curriculum/<br>INCO/ AFA | To work closely with Phoenix and Stephen Hawking Outreach Teams. S/L service support Year Groups. To ensure staff access training in/out of school. To ensure appropriate resources available. coloured paper to be used for all class based photocopying. Visual timetables in use in all contexts. MT planning reflects specific needs.<br>Classrooms are organised to support needs<br>Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns emerging in the data | Sept 2019<br>Ongoing | Staff grow in confidence supporting individual needs. Planning reflects individual needs. Appropriate resources are being used. Specific literacy needs are supported by coloured paper. Visual timetables are in place. Concrete and contextualised learning opportunities<br>No unfair bias detected in analysis of achievement by race, gender and disability<br><br>Annual data shows the gap is narrowing for protected groups |

| Promote Equality of Opportunity                                                                                               |                                         |                                                                                                                                                                                                                                                                                                          |                      |                                                                                                                                                                                                                                              |
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| Priority                                                                                                                      | Person Responsible                      | Process/actions/resources                                                                                                                                                                                                                                                                                | Timescale            | Expected Outcomes                                                                                                                                                                                                                            |
| Appropriate provision is available for specialist teaching/delivery of programmes                                             | HT/INCO/SLT                             | Blue Room has been updated and developed to provide additional 1:1, small group and large group space, to include opportunity for life skills                                                                                                                                                            | Sept 2019<br>Ongoing | All needs will be met in appropriate spaces.<br><br>Appropriate learning spaces developed in classes and Blue Room                                                                                                                           |
| To provide quality learning experiences for all children                                                                      | All Staff                               | To review the support staff structure.<br>Specialist training for all TA's.<br>CT access specialist teachers. GCSE Maths & English                                                                                                                                                                       | Sept 2019<br>Ongoing | Children's needs will be met more appropriately.<br>All children will make expected levels of progress.<br>SLT records training. CT's develop confidence in planning for and meeting children's needs.                                       |
| To ensure all children with disabilities make good levels of progress.                                                        | Inclusion<br>SLT<br>Class teachers      | P levels and B Squared are used to track all children for whom it is appropriate. Planning systems for personalised learning are developed. All interventions are recorded on the tracker.                                                                                                               | Sept 2019<br>Ongoing | All children with disabilities make good levels of progress. Planning is appropriate for individual needs.<br>Performance management and monitoring ensures the development of quality provision.                                            |
| To ensure appropriate systems and structures are in place.                                                                    | AHT Inclusion                           | EHA referral procedures in place. Inclusion Officer sets up agreed systems and structures. CAF's EHA are completed for all referrals.                                                                                                                                                                    | Sept 2019<br>Ongoing | Clear systems and procedures will be in place to support all referrals. Appropriate support is accessed for all children. Training for EHA conversion                                                                                        |
| To ensure there are alternative opportunities available for children with disabilities outside of class time – inside/outside | Senior TA's<br>Senior MMS               | Playground training for all MMS.<br>To review outdoor equipment and ensure appropriate resources available.<br>When appropriate risk assessments are carried out to assess areas for use by children with disabilities.<br>Break time activities are established for those who find playtimes stressful. | Sept 2019<br>Ongoing | Children with disabilities are actively encouraged to participate in playground games. Appropriate resources are available. The play areas are safe and secure.<br>Alternative provision is available for those who choose.                  |
| To ensure appropriate systems and structures are in place for adults and children with medical needs.                         | SENCO<br>Office Staff /<br>School Nurse | Care plans to be reviewed by the school nurse. Appropriate spaces to be identified and regularly reviewed for medication, OT, Physiotherapy and assessments.<br>Equipment is stored appropriately to ensure safety but accessibility.<br><br>Staff training delivered for all support staff.             | Sept 2019<br>Ongoing | Up to date Care Plans accessible in the offices of appropriate sites.<br>Appropriate facilities will be available to meet the needs identified. Medical boxes store equipment in all rooms. Epi pens in close proximity to phones in office. |
| To ensure that there are adequate and appropriate facilities on all sites for personal hygiene.                               | HT<br>Premises Team                     | Toilets in bottom and middle floor<br>To ensure all disabled toilets are always fully accessible, clean and resourced.                                                                                                                                                                                   | Sept 2019<br>Ongoing | All disabled persons will be able to access easily a disabled toilet or shower on all sites.<br>To be monitored daily by the premises team.                                                                                                  |

| <b>To promote positive attitudes towards disabled persons</b>                                                |                           |                                                                                                                                                                                                             |                      |                                                                                                                           |
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| <b>Priority</b>                                                                                              | <b>Person Responsible</b> | <b>Process/actions/resources</b>                                                                                                                                                                            | <b>Timescale</b>     | <b>Expected Outcomes</b>                                                                                                  |
| To ensure that people with disabilities are represented in learning materials.                               | DH<br>Curriculum          | To resource libraries more appropriately. All new resources to include positive images.                                                                                                                     | Sept 2019<br>Ongoing | Appropriate resources are accessible to staff and pupils. Adults actively promote positive images through their teaching. |
| School environments promote diversity.                                                                       | HT<br>DH                  | Displays seek to be multi-sensory and promote diversity. Posters promote positive images. Reception area screens in all sites represent all children.                                                       | Ongoing              | All displays are accessible to all and reflect the diversity of the school and the community.                             |
| Issues of Disability and approached positively.                                                              | All staff                 | Circle times explore disability. Assemblies explore disabilities. Children learn about the achievements of disabled people. Parent Voice Events create opportunities for discussion.                        | Ongoing              | It is possible for and evident that people are able to discuss things in positive ways with confidence.                   |
| To ensure displays around the school and school publications reflect the work of children with disabilities. | All staff                 | Work of all children will be displayed in/out of classroom. All publications will seek to reflect positive images.                                                                                          | Ongoing              | Displays will promote a positive image of the contributions from those with disability.                                   |
| <b>Encouraging participation in public life by disabled people</b>                                           |                           |                                                                                                                                                                                                             |                      |                                                                                                                           |
| <b>Priority</b>                                                                                              | <b>Person Responsible</b> | <b>Process/actions/resources</b>                                                                                                                                                                            | <b>Timescale</b>     | <b>Expected Outcomes</b>                                                                                                  |
| Children with disabilities to be represented on school council.                                              | Inco                      | 1 place on school council to be filled by a child with a disability.                                                                                                                                        | Sept 2019<br>Ongoing | Future school councils to include representation of children with disabilities.                                           |
| Children with disabilities are given responsibilities.                                                       | Class Teachers            | Children with disabilities are given opportunities to explore roles available to other children in/out of class.                                                                                            | Ongoing              | Disability is reflected around the school in a range of contexts e.g. monitors, buddies.                                  |
| Children with disabilities participate in assemblies and school events.                                      | CT                        | Class teachers actively involve children with disabilities in sharing work publicly.                                                                                                                        | Ongoing              | Children with disabilities are represented in all events.                                                                 |
| Children with disabilities have access to ASC activities.                                                    | DH<br>SENCO               | Appropriate support is organised for children. Transport is organised when appropriate. Range of clubs is appropriate for children with disabilities. Residential trips include children with disabilities. | Ongoing              | Here is equal access to all ASC provision for children with disabilities.                                                 |
| Disabled children are able to participate in external events e.g. Disabled sports.                           | SENCO                     | Member of staff identified to support. Skills are developed in school.                                                                                                                                      | Ongoing              | Children with disabilities are representing the school and borough at identified events.                                  |
| Disabled people are reflected on the Governing Body.                                                         | SENCO<br>HT               | Disabled people are encouraged to consider being Governors.                                                                                                                                                 | Sept 2019<br>Ongoing | Governor for Inclusion identified.                                                                                        |