



Disability Equality Scheme Action Plan & Access Plan

Droxford Junior School

Date: 2018 -2021

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Computing Curriculum / learning tool</p> <p>Ensure Computing technology is available as a learning tool and is appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ▪ Review accessibility of Computing technology ▪ Review specific software/apps for SEN ▪ Readily available laptops/iPads for children with SEN if identified as necessary resource 	<p>Induction of new entrants with SEN</p>	<p>Use of new laptops/iPads</p> <p>Harrap can advise</p> <p>SENCo/HT termly meeting</p>	<p>SENCo / Computing manager</p>	<p>Strategic Leadership Team</p> <p>Governors</p> <p>Resources Committee</p>
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> ▪ Circulate 'Reasonable Adjustments' Classroom checklist to all staff. Ensure learning bases and resources are organised in accordance with children's' needs. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. 	<p>Autumn term each academic year.</p> <p>Pupil Progress/pupil outcome reviews – Spring term</p> <p>Autumn term</p>	<p>Staff training</p> <ul style="list-style-type: none"> - Hampshire Educational Psychology Service Level Agreement - Occupational Therapist - Speech and Language Therapist. <p>SENCo/HT termly meeting agenda item</p>	<p>All staff</p> <p>Teaching Assistants team</p> <p>SENCo</p> <p>Headteacher</p>	<p>SENCo through lesson observations, learning walks, sampling lesson planning and Pupil Progress information</p>

	<ul style="list-style-type: none"> ▪ Success criteria have to be adapted in books to contain one personal AP target plus one other. ▪ ECM interviews with disabled pupils ▪ Review PE Curriculum. Training from Sports Partnership on planning and implementation of PE curriculum for pupils with disabilities. ▪ Review music programmes, including Listen2Me. Are all pupils able to access? 	Termly	<p>SENCo/Teachers</p> <p>Headteacher/SENCo</p> <p>Sports Partnership – assessment of pupils</p> <p>Guidance from Hampshire Music Service</p>	<p>Teachers</p> <p><i>Mr Banham (PE)</i> <i>Vicky K(Music)</i></p>	<p>SENCo</p> <p>PE Co-ordinator All children currently have full access</p>
<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Promote and support vulnerable children to attend ▪ Ensure offsite school activities are accessible to all students. 	Autumn term 2017	<p>Governor contingency budget</p> <p>Training may be needed on risk assessments for trips and extra curricular activities if there are particular physical impairments</p>	HT / Residential Visits Coordinator/Govs	<p>Monitored by Extended Schools Co-ordinator HT/Govs Continue to ensure full access to All Extended School Activities and Residential Visits</p>
<p>Impact Analysis</p> <p>Ensure all policies</p>	Analyse impact of behaviour policies, Anti-Bullying Policy,	On going policy review – Refer to schedule	Strategic Leadership Team and SENCo time to review policies.	Strategic Leadership Team and SENCo	Single Equality Scheme 2017 - 2020

consider the implications of Disability Access.	<p>Educational Visits, Homework, health provision in relation to pupils with disabilities.</p> <ul style="list-style-type: none"> ▪ Consult pupils and staff on any proposed changes. ▪ Introduce new policies ▪ Child protection policy ▪ Safeguarding policy ▪ Vulnerability audit 	Annual	<p>Develop ECM survey for use with disabled children Representation on school council – Are disabled pupils encouraged to apply?</p> <p>Common Assessment Framework / pre assessment checklists for children who need involvement with external agencies No longer in use</p>	Headteacher / Emotional Learning Support Assistant Governors	<p>All policies are reviewed using impact questions 2009 onwards.</p> <p>Improved outcomes; Common Assessment Framework reviews</p>
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ Ensure disability is represented in Eureka topic books ▪ Review PSHE Curriculum to include disability awareness events / weeks ▪ Review assembly Programme: widen focus of Different/Same theme ▪ Involve local disability groups in assemblies and visits to school ▪ Newsletter items/Visitors highlighting achievements of pupils with disabilities 	<p>2016/17</p> <p>Annual assembly programme / visitors</p>	<p>Resource audit</p> <p>Reviewed with new Rector/new DH/SLT</p> <p><i>Think of events and enrichment activities from 2018 onwards</i> <i>Improve on ensuring they are included in Newsletter</i></p>	<p>PSHE Manager / team</p> <p>ELSA</p>	<p>Strategic Leadership Team and Governors</p> <p>Plan events for 2016/17</p>
Newsletters and Information	<ul style="list-style-type: none"> ▪ Sign post on website that Large print and audio formats are 	Summer induction	Ongoing	Headteacher	Deputy Headteacher

Availability of documents in alternative formats.	<p>accessible as required. Induction of new pupils / parents / staff to include audit of needs</p> <ul style="list-style-type: none"> ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletters / ParentMail 	programmes	Ongoing Check with Liz if there have been any accessibility issues for newsletters		No alternative formats have been required / requested 2008 - 2017
<p>Staff</p> <p>Promoting equality of opportunity for staff</p>	<ul style="list-style-type: none"> ▪ Monitor data in relation to recruitment, retention and professional development. ▪ Encourage disclosure of disability ▪ Performance management process includes a focus on equal opportunities and well being ▪ ITT – Support, within constraints, students with disabilities. 	Ongoing Staff Audit	<p>Professional Development meetings</p> <p>Ongoing – review- Sarah Jacobs (Deputy Headteacher) does NQT Induction</p>	<p>Headteacher</p> <p>Headteacher/Deputy Headteacher</p>	Governors No issues to date

Read in conjunction with single equality statement:

Approved: Spring 2018

Next review Spring 2021