



Disability and Equality Action Plan 2018/2019

What are the Gaps?	What are we doing about it?	Who is involved?	Status
ACCESS TO THE CURRICULUM Reflect identified areas of need in lesson planning and delivery	<p>QFT</p> <p>Differentiation depending on pupil's individual's needs - advice from SENCO/ Specialist teachers and Outside agencies to support this.</p> <p>PE lessons to be adapted so pupil can participate (advice from PE co-ordinator/SENCO)</p> <p>Interventions, support for children in RAP plans and class liaison meeting</p> <p>Termly class teacher and SENCO meetings</p> <p>On-going CPD for all staff focusing on diverse areas of disabilities as needs arise.</p> <p>Training for LSA's as directed by SLT.</p> <p>Implementation of recommendations made by specialist teacher</p> <p>Ensure suitable deployment of support staff.</p> <p>Support/guidance from outside agencies when necessary</p> <p>Regular literacy/Maths intervention with Assistant SENCO - children identified by Class teacher and SENCOs</p>	FB/RE	
ACCESS TO THE CURRICULUM Prioritise student participation in school activities.	<p>Ensure all pupils are aware of out of school activities and put support in place to enable them to participate.</p> <p>VIs pupils will need separate risk assessment for out of school activities</p>	FB/JT/Class teachers	

ACCESS TO THE CURRICULUM Ensure access to computer technology appropriate for pupil's disabilities	SEN/ICT plan includes prioritised purchasing list for computer technology as required by pupils with disabilities (Clicker 7, I pads, Laptops, Braille/touch screen) SENCO to gain advice from Specialist Teacher team as required by pupils	FB/RE/SLT/MS	
SCHOOL BUILDINGS Ensure that access to school buildings and site can meet diverse pupil's needs.	Accessibility & clarity of signs around the school. Awareness of independent access for all staff Clear identification of room functions - classrooms numbered Rehabilitations officer (VI) to assess Abbey for access for VI pupils	SENCO/SLT/JB	
CLASSROOMS Ensure that classrooms are optimally organised for disabled pupils within the current restraints. Identify needs & actions for future improvements.	Class environment to reflect the needs of all children, including clear pathways Organise the resources within the classroom to allow for as much independence as possible - clearly labelled Provide quiet areas within the school. Quiet work areas in class and outside of classes for pupils when needed	SENCO/CT	
NEWSLETTERS AND DOCUMENTS Availability of newsletters and school documents in alternative formats.	Large print & audio as required/requested. Text E-mail SENCO to meet with parents/carers as requested to discuss any paperwork that is a cause for concern. Consult with parents when necessary to provide information in the appropriate format.	SENCO/SLT/Office staff	
SCHOOL POLICIES Ensure all policies consider the implications of Disability access	Consider all policies in view of priorities.	SENCO/SLT/Governors	