

We believe that this DDA Action Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the DDA Action Plan over a prescribed period.

This plan was updated in January 2013 to reflect new statutory requirements for the setting of Equalities objectives and the schools' commitment to UNICEF's United Nations Convention on the rights of the child.



Article 2 of the UNCRC (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

DDA Action Plan 2010 – 2015 (updated January 2013)

IMPROVING CURRICULUM ACCESS				
TARGET/ACTION	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT/PROGRESS/IMPACT Notes
DES Scheme, Statutory inclusion statement and action Plan discussed with staff and Governors	Staff Meeting to discuss DES Scheme, Statutory inclusion statement and action Plan	DES Scheme, Statutory inclusion statement and action Plan in place and ratified by GB	September 2010	Completed and actions being implemented as per policy /action plan
Equalities Statements written and discussed with staff, Governors and pupils	SMT/Staff Meeting to discuss and write equalities statements	Equalities Statements in place and available on website	By Spring 2012	Equalities Statements in place and available on website
Establish a system for collecting data on pupils, staff and parents who may have disabilities	Data to be collected via the admissions form, which will need to be changed to ask about parent disabilities as well. Ensure early liaison with SLJS to handover information on pupils with needs.	The school has a clear record of all governors, staff, parents and pupils with disabilities and a record of their needs to inform action. Staff well informed on pupils' needs.	Annually every September Annually every May	Promote equality of opportunity between disabled people and other people.
Continue with procedure whereby all staff are informed at the start of the year about students who have medical conditions/ disabilities and ongoing including supply staff.	Information on pupil needs entered in to class log books. Include parental information, e.g. parents who cannot access the stairs. IL to meet with teachers, LMs and TAs to inform them of needs, provision etc.	Information available to all staff regarding pupil/parent needs at the beginning of each academic year. Staff clear about the needs of	Annually every September	Eliminate unlawful discrimination; take steps to meet disabled people's needs.

Review existing opportunities for pupils, staff and parents to participate in school management and governance (for example School Councils and RRSA Ambassadors) and consider how disabled people have rights and how may be they can be encouraged to participate	Organise appropriate opportunities for disabled pupils, staff and parents to voice their views eg questionnaires, councils Positively encourage and recruit disabled individuals and groups to participate through various communication media such as the school website, newsletter or brochure	Ensure that questionnaires regarding disability are undertaken each year. Equality of opportunity for disabled staff, pupils and parents promoted as shown by inclusion of disabled people in management and governance	Annually	School actively encourages participation
Revise training for staff in teaching children with a hearing impairment and developing all children's understanding of sign language	Hearing Impaired Service (RK) to lead training in use of transmitter and general understanding of the needs of a hearing impaired child. And attend LA training. Working with HAD to teach children sign language	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Spring 2010	Hearing impaired children successfully included in all aspects of school life. Specific classes assess sign language lessons through HAD
Training for all staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training /Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Summer/Autumn 2010 – and whenever a new pupil is identified	Children with ASD are successfully included in all aspects of school life. Key members of staff feel confident to train /induct new staff in identifying ASD
Extended PHSE/ provision – ensure that disability awareness and equality is included across the PSHE curriculum.	Review long term curriculum plans Annually	Specific units about disability now embedded into year group PHSE planning	Annually	Specific units about disability now embedded into year group PSHE planning.
Curriculum co-ordinators revise policy to ensure equality and to ensure their subject area planning covers disabilities and disability equality	Provide leadership time for co-ordinators to review Policies and plans	Policies and plans amended to include disabilities and disability equality	Autumn 2010 Autumn 2013	
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure reasonable adjustments can be made when required	All out-of-school activities will be conducted in an inclusive	On-going	Increase in access to all school activities for all pupils.
Awareness Raising of Disability Issues to features in the enriched curriculum	Training for staff Theatre visits for children eg Deffinitely Theatre company annually	Discuss perception of issues with staff to determine the current status of school	On-going	Community will benefit by a more inclusive school and social environment
Ensure all children on SEN list have a provision map in	Provision maps for all children are used	Provision map is up to date and forms a key	Summer 2010	Provision maps in place and highlighted to support the needs of

place.		part of the planning process for all pupils		individual children.
Review SEN TA deployment	Re deploy TAs to work at the most effective times to meet individual children's needs	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra curricular activities.	Reviewed annually	Children who need individual adult support to participate in some activities have access to this support.
Track and monitor attainment and progress of children with disabilities as a group and compare their achievements with NC attainments expected. Compare attainment and progress with all pupils	Pupil Progress meetings, take place 3x a year and become known as NO CHILD LEFT BEHIND MEETINGS	Children with disabilities make expected progress which is the same as all pupils	Summer 2010 And annually	Appropriate interventions take place as a result of "No child left behind" meetings
IMPROVING PHYSICAL ACCESS FOR DISABLED PEOPLE				
Classrooms are optimally organised to promote the participation and independence of all pupils. And individual pupils with disabilities have the required resources to access the curriculum	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases reflecting needs of the specific children	Classrooms are laid out in such a way they accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	On-going On-going	Increase in access to all teaching and learning opportunities, providing an enabling environment Individual pupils with disabilities have the required resources to access the curriculum
Ensure pupils with disability have quick and easy access out of the building in an emergency	Identify key staff to accompany children with disabilities Carry out regular H & S walks	Pupils with disabilities are able to exit building as quickly and safely as other pupils.	On-going	
IMPROVING PROVISION OF INFORMATION FOR DISABLED PEOPLE				
Availability of written material in alternative formats eg prospectus, school newsletters	The school will make itself aware of the services available locally for converting written information into alternative formats. Review all current school publications and promote the availability in different formats for those that require it.	The school will be able to provide written information in different formats when required for individual purposes. School information published on school website and updated regularly.	On-going	Delivery of information to pupils and parents/carers improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	May 2013	Parental opinion is surveyed and action taken appropriately