



<b>Elizabeth Woodville School</b>	
Policy Name:	Accessibility, Disability and Equality Scheme Action Plan 2018-21
Owner:	Deputy Headteacher
Statutory:	Yes
Date Ratified:	By Governing Body November 2020
Review date:	November 2021

Many of the action points recorded here are matters that are already being dealt with on a day-to-day basis. Our reason for including them in the Action Plan is to formalise certain measures as part of our general practice, extend them where necessary and check that they are being carried out. One of the main purposes of the Action Plan is to keep disability equality at the forefront of all we do at EWS Academy

### **Promoting equality of opportunity**

#### **TIP**

<b>Action to be taken</b>	A review of progress for students with a disability will be completed termly as part of the TIP (targeted intervention programme) for all students, this will provide evidence on achievement and trigger additional input where required.
<b>Outcome Criteria</b>	Additional support will be more precisely targeted at disabled students if they are under-achieving or need extension in some area of the curriculum.
<b>How will the impact of the action be monitored?</b>	<ol style="list-style-type: none"> <li>1) At review meetings for individual students.</li> <li>2) At SEND/MAT reviews of progress.</li> </ol>

<b>How often will monitoring take place?</b>	<p>1) Fortnightly at SEND/MAT meetings</p> <p>2) Annual review of IEPs</p> <p>3) At Annual Reviews for students with EHC plans.</p>
<b>Resources and lead person</b>	<p>Data Manager co-ordinates progress data for all students.</p> <p>Student progress - SENCo reviews individual student progress with input from key worker.</p>



<b>Start date</b>	Term 1 2019
<b>Completion date</b>	On-going termly.
<b>Review analysis</b>	Annually for successful outcomes- examination results and curriculum planning.

<b>Action to be taken</b>	<p>The impact of the school's policies on people with disabilities will be considered annually when policies are reviewed.</p> <p>All policies will be considered over the lifetime of the scheme.</p>
<b>Outcome Criteria</b>	The content of school policies will reflect an awareness of the needs of people with a variety of disabilities and ensure no discrimination occurs.
<b>How will the impact of the action be monitored?</b>	Any evidence of impact from union working group, Health & Safety Committee, students and members of staff will be collated and reviewed by the Senior Management Team.
<b>How often will monitoring take place?</b>	A rolling programme of policy review is in place with all policies reviewed annually.

<b>Resources and lead person</b>	<p>Policy review checklist.</p> <p>SLT servicing committees highlight policies requiring change.</p> <p>Governors' committees are requested annually to highlight any policies they wish to review.</p>
<b>Start date</b>	Term 1 2019
<b>Completion date</b>	Annual programme across committees.
<b>Review analysis</b>	Annually for impact reports.

### Eliminating discrimination



### Annual review of SEN register (- three times per year in line with census) – linked to Pastoral information, medical information and TIP data

<b>Action to be taken</b>	<p>Meetings will be organised at the start of each academic year, and other times as appropriate, to look at issues and support 'around the child' - to discuss any student with serious disabilities and make reasonable adjustments as required.</p> <p>IEPs will hold this information for students with EHC plans or students coded as 'K';</p> <p>all staff have access online.</p>
<b>Outcome Criteria</b>	<p>All staff will be aware of the individual needs of students in the classes they are working with.</p> <p>All staff will give high priority to SEND students in all provision made</p>
<b>How will the impact of the action be monitored?</b>	<ol style="list-style-type: none"> <li>1) Inclusion managers with SLT link, TAs and the SENCo (SLT link) will evaluate the value of these meetings</li> <li>2) Impact will be measured for individual students in data review at SEND/MAT meetings</li> </ol>
<b>How often will monitoring take place?</b>	1) In termly meetings with SENCo/HT/Pastoral leaders

<b>Resources and lead person</b>	SENCo/Pastoral Leaders to co-ordinate individual student meetings and collect evaluations.
<b>Start date</b>	Term 1 2019
<b>Completion date</b>	Termly ongoing
<b>Review analysis</b>	Annually –examination outcomes for named individuals (case studies) and for significant groups of students; individual programmes adjusted according to identified need.

### Encouraging participation in public life



<b>Action to be taken</b>	Information about governor posts will contain a statement that the school welcomes applicants with disabilities.
<b>Outcome Criteria</b>	Applicants with disabilities will be encouraged to be candidates for positions on the governing body.
<b>How will the impact of the action be monitored?</b>	The governing body will check information going out to about governors elections.
<b>How often will monitoring take place?</b>	Annually, or as the need arises.
<b>Resources and lead person</b>	Chair of Governors/Clerk to Governors
<b>Start date</b>	Term 1 2019
<b>Completion date</b>	As new governors are required
<b>Review analysis</b>	Skills audit of governors completed

### Eliminating harassment

<p><b>Action to be taken</b></p>	<p>When children with disabilities join the school, fellow students will be informed in an appropriate manner (SENCo to develop procedures) about the nature of these disabilities.</p> <p>Additional support built into transition programme for vulnerable students (additional day in school, support group in year 7).</p> <p>Anti-bullying programme given prominence in PHSE and Assembly programme</p>
<p><b>Outcome Criteria</b></p>	<p>Students will understand about the needs of those with disabilities and will accept differences in appearance and ability as a part of daily life.</p>



<p><b>How will the impact of the action be monitored?</b></p>	<ol style="list-style-type: none"> <li>1) Monitoring by form tutors who will report to the SENCo at annual review meeting via Heads of Year</li> <li>2) Twice yearly formal review meetings for EHCP students and their parents</li> <li>3) Termly review meetings of IEPs where <i>student views</i> are discussed with key workers through one page profiles.</li> <li>4) Reported incidents of bullying or harassment for students with disabilities reviewed termly.</li> </ol>
<p><b>How often will monitoring take place?</b></p>	<ol style="list-style-type: none"> <li>1) Daily monitoring by key worker in classroom support programme.</li> <li>2) Half yearly review meetings and annual reviews EHCP students.</li> <li>3) Termly review of bullying records.</li> </ol>
<p><b>Resources and lead person</b></p>	<p>SENCo to ensure pre transition programme visits for students with EHCPs</p> <p>Pastoral team to arrange additional input for vulnerable students.</p> <p>DHT to lead anti-bullying programme, maintain and review bullying records.</p>

<b>Start date</b>	Term 1 2019
<b>Completion date</b>	Ongoing –termly and end of each year.
<b>Review Analysis</b>	Outcomes of bullying records analysed termly for further action/input and reported to Governors.  Annual analysis of PHSE/RSE programme review as part of AIP review summer term with SLT and governors.

### Premises

<b>Action to be taken</b>	Risk assessments to be under taken of any new employee with a disability to deter reasonable adjustments needed to the work place.
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	Access to buildings and areas to be considered as part of the working environment by making reasonable adjustments for students and employees  Any refurbishment to include consideration for DDA requirements.
<b>Outcome Criteria</b>	The content of school policies will reflect an awareness of the needs of people with a variety of disabilities and ensure no discrimination occurs.
<b>How will the impact of the action be monitored?</b>	Any evidence of impact from students and members of staff will be collated and reviewed by the Environment and Health & Safety Committee.
<b>How often will monitoring take place?</b>	To be reviewed annually at Environment & Health & Safety Committee  Student care team to review students termly

<b>Resources and lead person</b>	Site manager to be informed by HR of staff with disabilities to allow Risk assessment to be under taken.  Pastoral to inform Site manager of students with Disabilities.
<b>Start date</b>	Term 1 2019
<b>Completion date</b>	Ongoing –termly and end of each year
<b>Review analysis</b>	Report to be submitted to Environment & Health & Safety Committee annually