



Disability Equality Action Plan

Priority (What)	Actions (How)	Who	By When	Cost	Success Criteria	Monitored By
DDA 1 To review provision in the Primary school	Review DDA policy and action Plan. Define Disability in the terms of this document.	SLT/ All staff	May 2021		Systems and structures will continue to be revised and suited to purpose.	AC
	All stakeholders and representatives of staff, pupils, parents and carers with disabilities will be consulted.	Parent council, pupil governors and staff	July 2021		Parent council, pupil council and staff will be consulted about provision.	SENCo
	A list will be maintained detailing all pupils, staff and, where necessary, parents / carers with disabilities that may need reasonable adaptation of school procedures, access and practices.	Office Staff	Jan 2021		All school personnel will be aware of the needs and adjustments of individuals within the school community.	SENCo
DDA 2 To review the different areas of the curriculum annually, to consider the access to the	Teaching and learning improvements have or are planned to be adopted and the timescale expected.	Subject leaders as relevant	April 2021		All children have their needs met to enable maximum access to learning. To be considered in conjunction with	SLT / AC



Priority (What)	Actions (How)	Who	By When	Cost	Success Criteria	Monitored By
curriculum and whether improvements are necessary <i>(and can be adopted as part of the Improvement Plan)</i>	<p>Specific roles will be identified for staff as required</p> <p>Resources for the effective support for pupils with disabilities reviewed in line with new curriculum</p>		April 2021 (Then annually thereafter)	To be individually costed as needed	SEN and Pupil Premium action plans	
DDA 3 To identify pupils in EYFS with SEND / additional needs	<p>Parents will have opportunities to share individual pupil needs</p> <p>-induction sessions/ school entry paperwork and interviews</p>	Parents, EYFS staff/ SENCo /	Ongoing		<p>All children have their needs met to enable maximum access to all aspects of their learning.</p> <p>SEN register to include EYFS children (To be considered in conjunction with SEN action plans)</p>	SENCO/ SLT
DDA 4 To ensure the school site is accessible to all stakeholders <i>(By improving the physical)</i>	<p>Current and planned building work will take into account all requirements under the Equality Act 2010, and put in place enhancements where practicable.</p>	Site Team	As required	As needed relating to budget	<p>All areas of the school take into account the expectations of the Equality Act 2010</p>	HT / AC



Priority (What)	Actions (How)	Who	By When	Cost	Success Criteria	Monitored By
environment of the school)	<p>The Site has been reviewed and considered to ensure there are no existing barriers that would prevent access by Pupils or staff with disabilities to use the school facilities.</p> <p>The School will maintain under continuous review its rooms to ensure that the decoration, layout and furniture provides the optimum environment for meeting specialist needs.</p>	<p>Site Team</p> <p>Site Team / SLT</p>	<p>As Required</p> <p>September each year</p>	<p>As needed relating to budget</p>	<p>Staff and pupils with disabilities are able to use the school facilities effectively</p>	<p>SLT</p> <p>SENCO</p>
DDA 5 To provide professional development opportunities.	<p>Research training, courses, INSET, books and DVDs that will meet training needs of all staff including MDAs.</p> <p>To include Team-Teach, language development, Autistic Spectrum disorders and behaviour management on a rolling program.</p>	<p>PD coordinator / Headteacher</p>	<p>Ongoing</p>	<p>As possible relating to budget</p>	<p>Staff will have access to the highest quality CPD and will be equipped to meet the needs of all pupils.</p>	<p>SLT</p>



Priority (What)	Actions (How)	Who	By When	Cost	Success Criteria	Monitored By
<p>DDA 6 To work with other professionals to access the best possible support for the most needy pupils</p>	<p>Maintain contacts with Educational Psychology, Health and Social Services and the Local Authority.</p> <p>Learning Mentors update communication & action, and information shared on Safeguard</p>	<p>SENCo / Social Worker</p> <p>Learning mentors</p>	<p>6 visits /year as necessary</p> <p>Weekly</p>		<p>SENCo / Social Worker will hold relevant and current contact details for all services. Safeguard logs accurately reflect the communication, action and information sharing between school and agencies.</p>	<p>SLT</p> <p>Deputy Head / SENCo</p>
<p>DDA 7 To ensure the Learning Mentor team is used effectively to support those children in danger of disengagement and exclusion. <i>(Strand C Improving the provision of information for Pupils with disabilities)</i></p>	<p>SENCO / Deputy Head to act as line managers for Learning Mentors</p> <p>Learning Mentors to work with, SENCO, Deputy head and class teacher to identify and provide support for targeted group and 1:1 children.</p> <p>Review provision of information available for pupils with disabilities across the school environment</p>	<p>Deputy Head / SENCo</p> <p>Deputy Head / SENCo</p> <p>ICT coordinator, ICT technician,</p>	<p>Annual cycle of PD</p> <p>Ongoing</p> <p>Annually</p>		<p>Learning Mentors will have documented evidence to measure effectiveness of provision.</p> <p>Learning mentors and other staff groups interacting effectively, sharing information and supporting children as necessary. All pupils will have appropriate access</p>	<p>Headteacher</p> <p>SENCo</p> <p>SLT / SENCo</p>



Priority (What)	Actions (How)	Who	By When	Cost	Success Criteria	Monitored By
		SENCo, Deputy Head			to provision; including websites, homework, signs around school, testing environments, tests / assessments.	