



Disability Equality Scheme/Accessibility Plan (DES/AP) - Primary and special schools

This is a priority because:

- It is a statutory duty for all schools to have in a place a DES/AP
- There is increased attention by DCSF (and therefore Ofsted) on the DES
- It is a SLT responsibility to ensure this duty is undertaken

Main issue:

Does your schools have a DES/AP in place that meets statutory guidelines?

Has the school evidence:

- That it consulted and involved stakeholders in the drawing up of the DES/AP?
- Published the DES/AP?
- Reviewed the action plan annually?
- Reported to parents on its success in moving towards attainment of its targets?
- Does it have the cycle in place for reviewing the 3 year plan and producing the next DES/AP (

To support schools the LA has:

- Updated the DES/AP Packs 1 + 2 (Staffs website <http://education.staffordshire.gov.uk> - Governors area or directly through <http://preview.tinyurl.com/yrdcs8>)
- Updated the checklist (p2/3) to support schools in ensuring their DES meets statutory guidelines
- Provided a proforma to support schools in identifying impact of the DES/AP in their setting that includes examples of possible evidence. (p4/5)
- Updated the action plan that schools may like to use to support them in completing their own.

Action required

- For primary and special schools to:
 1. Identify and record the impact the actions they have taken have had on those with a disability. (P4) and
 2. Complete their new action plan (P5/6)

NB The submission of the school DES/AP is not required. Instead completion of brief details of the **impact** the DES/AP 10-13 has had in the setting and the **action plan** for 2014 -17 is required. If schools wish to use their own proformas that is entirely acceptable.

2) Checklist to ensure that the Disability Equality Scheme/Accessibility plan meets DDA legislation.

1A The purpose and direction of the schools plan: vision and values. Does the DES/AP include:	Yes	No
A statement that identifies the school's aims for pupils with a disability that includes:	√	
a) The school's determination to identify and remove barriers for those with a disability?	√	
b) The school's commitment to providing equal opportunities?	√	
1B Information from pupil data and school audit. Does the DES/AP include?	√	
Information on the specific features relating to disability of the school community?	√	
Information on how priorities have been assessed for their impact on those with a disability?	√	
A definition of disability that is shared and understood by staff?	√	
A statement that identifies the duty to provide "reasonable adjustments" for those with a disability?	√	
Details on how those with a disability are identified and supported to be full participants?	√	
Details on how policies and practices are evaluated to assess impact on those with disabilities?	√	
Details on how the physical environment is assessed for its impact on those with a disability?	√	
Details on how the curriculum is assessed for its impact on those with a disability?	√	

Details on how printed information is assessed for its impact on those with a disability?	√	
1C Views of those involved with the development of the plan. Does the DES/AP include:		
Information on how the views/aspirations of pupils' with a disability were obtained?	√	
Information on how the views/aspirations of parents of pupils with a disability were obtained?	√	
Information on how the views/aspirations of other stakeholders with a disability were obtained?	√	
Information on how information was gained from external sources on how to support those with a disability?	√	
2A Increasing the participation of disabled pupils in the curriculum. Does the DES/AP evaluate:		
The impact the curriculum has upon pupils with a disability? (Data, views of pupils etc)	√	
The effectiveness of reasonable adjustments in reducing discrimination? (ICT application etc)	√	
The effective deployment of adult and peer support in reducing discrimination?	√	
The impact the curriculum has on increasing awareness of and positive attitudes towards disability?	√	
Effective access to specialist advice and support?	√	
2B Improving the physical environment of the school. Does the DES/AP pay attention to:		
The impact of improved lighting, signage, acoustics, floor coverings, heating and ventilation?	√	
The availability of accessible and clean toileting, washing, medical and changing rooms?	√	
Provision of accessible outside areas such as playgrounds, sports fields and other common areas?	√	
Provision of ramps, lifts, improvements to doorways, parking for those with a disability?	√	
Provision of furniture, apparatus, storage to improve access to the environment?	√	
2C Improving the access to printed information to those with a disability. Does the DES/AP consider:		
The accessibility of all text based information provided to the school community? (letters to parents/website etc)	√	

The action needed to reduce barriers in school for those with sensory/literacy impairments? (readability/ICT)	√	
3A Making it happen Does the DES/AP identify:	√	
How the action plan will be evaluated and how this will be provided annually to parents?	√	
How those with a disability will be part of this evaluation process?	√	
3B Publishing the DES/AP and the action plan. Does the school identify:		
How the DES/AP will be published and what action will be taken to ensure it is accessible to all?	√	

Action Plan for Disability Equality Scheme
Covering 3 years October 2013 - 2016

Action	Responsible	Timescale	Outcome
To continue to collect the views of disabled pupils at pupil interview sessions.	SMT	ongoing	
Continue to collect views of disabled users of school with specific focus on reading letters and information sent home.	All Staff	ongoing	
To continue to include aspects of Disability Equality in school assemblies.	All Staff	ongoing	
To rebuild the school website making it accessible and to carry the accessibility logo.	School Manager & SENCO	From September 13	
To include photographs and pictures in the school newsletter.	School Manager	January '15'	
To continue to review and update SMSC and Behaviour policies when required.	SENCO (behaviour policy - input from school council)	Updated September '14'	
Update disabled register when required	SENCO	Last updated Sep '14'	
To ensure the plans for outdoor classroom include appropriate access for disabled users.	Headteacher	October '13'	

Impact of the DES/AP 2013-2016 (so far..)

<p>The purpose and direction of the schools plan: vision and values.</p>	<p>Resources targeted by SMT and evaluated for their impact on pupils to ensure equality of opportunity. Barriers to inclusion rigorously identified and action taken to reduce their impact. Partnerships with other settings to increase schools ability to ensure active participation buy all pupils.</p>
<p>Information from pupil data and school audit.</p>	<p>Inclusion Development Programme instigated to make “reasonable adjustments” to better meet the needs of pupils with dyslexia, speech, language and communication difficulties, Autism and BESD.</p>
<p>Views of those involved with the development of the plan.</p>	
<p>Increasing the participation of disabled pupils in the curriculum.</p>	<p>Increased flexibility in polices to ensure “reasonable adjustments” are made for those with disability – behaviour policy etc. Increase liaison with parents re pupils with barriers to progress. Increased evaluation of peer and adult support within class to ensure success. Support staff are working alongside the dyslexia outreach teacher to enable the follow on support in school to be as effective as possible. This has increased their knowledge and confidence in supporting pupils with dyslexia.</p>
<p>Improving the physical environment of the school</p>	<p>Foundation playground has been redesigned and the needs of disabled users was taken into consideration and planned for. An outdoor classroom has been built using funding from the national lottery. Pupils have taken ownership of this and made it into an area for quiet and reflection.</p>
<p>Improving the access to printed information to those with a disability</p>	<p>ICT support available through read aloud software. Information provided to pupils is matched to readability levels and this is monitored by all staff and Head teacher during lesson observations. All letters and other printed information (e.g. newsletters) is monitored for readability levels to ensure access to most parents and larger print is available on request.</p>

Signed by Headteacher.....Chair of Governors.....

