

# **WICKERSLEY SCHOOL AND SPORTS COLLEGE**

## **DISABILITY EQUALITY SCHEME**

**OCTOBER 2009**

If you require information contained in this document in an alternative format e.g. large print, audio tape or if you would like the scheme explained to you in another language, please contact school on 01709 542147 giving full details of your requirements and your contact details.

OCTOBER 2009

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## **Introduction**

We are pleased to introduce this first Disability Equality Scheme for Wickersley School and Sports College.

We are committed to promoting disability equality and welcome the introduction of the Disability Equality Duty. Achieving disability equality lies at the heart of our core objectives and values.

Involvement and empowerment of disabled people will ensure they have a greater voice and influence over their education and the education of those in their care. The main aim of our DES is to make sure that disability equality is part and parcel of our everyday business. We look forward to working with disabled people in monitoring, evaluating and reviewing the delivery of our commitment to disability equality.

In this scheme, we acknowledge that disability is a consequence of barriers that prevent many people from maximum participation in society. Our commitment is to identify and remove these barriers.

We recognise that promoting equality for all will improve access for everyone. Our aim, therefore, is to make equality a central part of the way we work by putting it at the centre of policy making, practices, procedures and employment practice.

In this scheme, we have adopted the following definition of disability\*:

**A person has a disability if s/he has a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.**

**This includes those people whose disability is not immediately obvious – those with learning disabilities, mental health impairments or medical conditions such as cancer.**

**A disabled person may not have a special educational need.**

**\*Appendices A and B give more detailed information on our working definitions of disability and impairment**

We oppose discrimination on the basis of disability and adopt the Social Model of Disability. As such, we recognise that disability arises from society's negative treatment of disabled people; it is not an inevitable consequence of people's impairments. Equality is possible and can be achieved through removing barriers. We are committed to identifying and removing barriers wherever they occur

## **What is a Disability Equality Scheme?**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This Disability Equality Scheme sets out the proposals of the Governing Body of Wickersley School and Sports College to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Scheme is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans (Appendix F) showing how the school will address the priorities identified in the Scheme.

The purpose of a Disability Equality Scheme is to explain in one document how we will make sure that we promote equality for disabled people and challenge discrimination against them.

This Scheme sets out how we will make improvements in addressing disability inequalities. It contains action plans for delivering improvements. It is our intention to report annually on the progress of this plan and review the Disability Equality Scheme every 3 years.

Our Disability Equality Scheme and the general duty to promote disability equality will be referenced in all our key strategies and policies as they are developed and revised. Implementing the scheme and the action plan will be the collective responsibility of everyone and will enable us to meet the general duty.

The Scheme is a living, evolving document and we welcome comments and suggestions from disabled people, partners, community groups, stakeholders and any other interested parties.

## **Vision and Values**

### **Disabled Students**

Wickersley School and Sports College has high ambitions for its disabled pupils and aims to identify and remove barriers to learning for disabled students. We encourage and provide support to aid participation and achievement in **every aspect of school life**.

Our moral purpose is:

"We aim to send **every** young person into the world able and qualified to play their full part in it."

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

## **Disabled Employees**

These are ways we show our current commitment to supporting people into employment:

- A commitment to interview all applicants who meet the minimum essential criteria for a job vacancy.
- A commitment to making reasonable adjustments to premises to comply with legal responsibilities to employees under the DDA act 1995.
- Through our Performance Management process we encourage disabled employees to voice any training and development needs.

We are aware of and cater for the needs of our staff who have disabilities, we do, however, feel that the person responsible for staff development and welfare should formalise our support and formally seek the views of disabled employees to inform our DES.

## **Disabled Parent/Carers**

We have good relationships and methods of communication with our parents. The Support For Learning Department, Behaviour Support Department, Child Protection Officer and our Heads of Year work particularly had to ensure that we identify and meet the needs of our Parent/Carers in supporting their child's learning. We do, however, see a need to ensure our information is comprehensive about the specific needs of our disabled parents/carers and to collate it centrally so that everyone who has to communicate with them at home or in person at school can check that they are aware of and removing any barriers that will impede effective communication.

## **Relevant Documents:**

Anti Bullying Policy  
Bullying and Harassment at Work Policy,  
Curriculum Policy  
Discipline and Behaviour Policy  
Disability/Accessibility Policy  
Equal Opportunities Policy  
Health and Safety Policy  
Home-School Agreement Policy  
Inclusion Policy  
Learning Mentor Policy  
Library Policy  
Marking and Assessment Policy  
Moving and Handling Policy  
Performance Management Policy  
Pay Policy  
Positive Handling of Pupils Policy  
Racial Equality Policy  
School Development Plan  
SEF  
Supporting Pupils with Medical Needs  
Special Needs Policy

Are all available from the Headteacher's Secretary and are reviewed regularly. We have a named Governor and a Governor's sub-committee with responsibility for ensuring that statutory policies are in place, reviewed and updated regularly.

## **Gathering and Using Information/Data**

Future students with a disability as defined by the DDA's definition of disability (See Appendix A) are identified no later than the end of Year 5 by our Support For Learning Team who regularly visit our Primary Partnership Schools and attend Annual Review Meetings. Information and data is collected about students with disabilities and parent/carers with disabilities from Year 5 through to the end of their education at Wickersley. Our Support for Learning Team work with Primary Schools, the LA, Parent/Carers and Outside Agencies to ensure that we have comprehensive information on which to identify any barriers to learning and participation in the life of the school. It is the responsibility of a named person in the Support For Learning Department and our Intranet manager to ensure that current, accurate and comprehensive information is available to all staff via the Inclusion section of the staff intranet. **(See Appendix D)**

A named person in our Support for Learning Department maps provision for students with disabilities and we are currently refining our monitoring, evaluation and review policy to inform self-evaluation of our provision for students with disabilities.

The characteristics of our school as reported in the SEF gives the %age of SEN students and we intend to report this in terms of SEN and disability in future.

## **Involvement and Consultation**

We work very closely with the local authority and make full use of its support, advice, expertise and services and have followed its advice in producing this Disability Equality Scheme. We have also worked with our Chair of Governors, our Premises Manager and the scheme is informed by our working knowledge of our parents and students whose views we seek regularly.

Our SEF (**Appendix C**) section 2 details how we ascertain the views of learners, parent/carers and other stakeholders. We have, however, identified a need to specifically seek the views of learners, parent/carers and other stakeholders with disabilities to inform our DES and our action plan addresses this.

## **Increased Access to the Curriculum for Disabled Students**

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

We are committed to ensuring that staff have access to detailed information about all students with disabilities to inform their planning of learning activities and are provided with information, help, support and training in removing any barriers to the learning of and participation in curricular and extra-curricular activities of disabled students. We maintain and develop an Inclusions section on our staff intranet, which can be accessed through a secure password by all staff. This gives comprehensive information about all our students with disabilities together with strategies which can be used to remove barriers to learning. Links are provided to statements, IEPs, PSPs and BSPs. It also provides a glossary of disabilities. Due to its nature, the information is edited and updated regularly.

We have a common approach to lesson planning which includes differentiated learning objectives and success criteria in addition to differentiated learning activities. We deploy a large number of Teaching and Behaviour Assistants to assist students and teachers in removing barriers to learning. We have a policy which informs how Teaching Assistants and Teachers should work together in the classroom to remove barriers to learning.

Assessment for Learning is embedded into schemes of work and teachers are committed to helping ALL students understand:

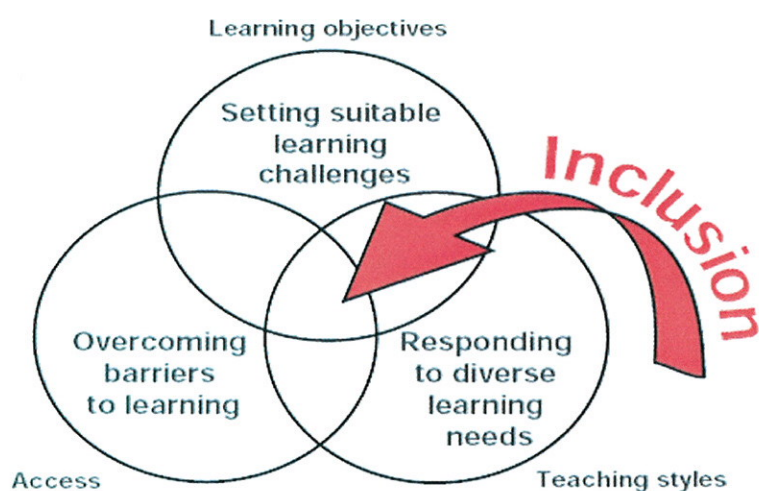
- what they are learning,
- why they are learning it,
- how they will know if they have learnt it successfully.

In addition we are committed to ensuring that ALL students:

- know their current attainment level/grade
- know their target level/grade
- Know what they have to do to achieve their target level/grade

We use the model below to inform our planning for learning.

### Promoting effective learning opportunities for *all* pupils



Our Curriculum Deputy Head works closely and proactively with Faculty Leaders, the SENCo, Assistant Head with responsibility for Inclusion, Support for Learning and the Behaviour Support Department to identify and monitor students with disabilities who are finding difficulty in accessing the curriculum. Where necessary we, in consultation with parent/carers and the support of the local authority, outside agencies and Special Schools provide a **personalised curriculum** for students. This ranges from short-term withdrawal from some subjects to provide an intervention programme to full withdrawal from the mainstream curriculum to follow an alternative curriculum which may be school based or take place at the premises of an external provider of education. Our main priority, however is identifying and removing barriers to learning **within** the classroom. We only educate students on a one-to-one basis if this is deemed desirable by the student, the parent/carers and the Learning Support Service.

We monitor, evaluate and review the curriculum annually and seek to provide a curriculum which is relevant and accessible to all students.

Providers of extra-curricular activities and residential experiences are aware of students with disabilities and all students are able to express an interest in taking part in the full range of activities. Where appropriate, risk assessments are carried out and specialist support and advice secured to do everything possible to ensure that all students expressing a desire to participate are able to do so.

We comply with the requirements of the DDA 1995 which requires schools and local authorities to make **reasonable adjustments** to ensure that disabled students are not at a substantial disadvantage compared to students who are not disabled.

**Appendix D: Students with Disability: Inclusion Checklist** gives details of the forward planning and gathering of information which takes place, together with the person taking responsibility for all students transferring to Wickersley School whatever stage of their education.

## **Improvements to the Physical Environment**

Our Access Action Plan (**Appendix E**) outlines short (2006/08), medium (2008/9) and long-term plans (2009 Onwards).

The implementation of this plan is constantly monitored, evaluated and reviewed by Sharon Bailey (Deputy Head) The named person in Appendix D must notify any desirable changes to the current access provision, to the Premises Manager, in the first instance. He will make arrangements for suitable access arrangements.

## **Improvements in the Provision of Information for Disabled Pupils**

We use the information gathered about our future and current students and their Parent/carers to ensure that we provide information in the most appropriate format.

Our Hearing Impaired Department ensures that information is accessible to All our Hearing Impaired students who are supported both in and out of class.

Our Support For Learning Department together with SEN link people in each Department ensures that, where necessary, printed information is provided in alternative formats or is made accessible through use of resources such as laptops, coloured overlays etc. Teaching Assistants also help in the recording of information in planners.

Our School Intranet and Internet provides readily accessible information for students on the curriculum, extra-curricular activities and the wider school curriculum.

All teaching staff and support staff working directly with students have lap tops with e-mail facilities. Information is disseminated throughout the day via e-mail. Form Tutors are responsible for passing on relevant information to members of their form when they meet twice daily.

Important information for pupils and their parents is always mailed home. We have regular mail shots for each Year Group.

Currently, we are working to ensure that all people responsible for sending written information to learners, parent/carers and other stake holders are fully aware of the most appropriate format for people with disabilities (See attached action plan, Appendix F).

We are aware of the services available in the Local Authority for rendering information accessible to people with disabilities, should we need to draw upon them for future students and other stakeholders.

## **Implementation, Leadership and Management**

The action plan in Appendix F clearly outlines the specific responsibility of the School's Leadership Team, Governors and the staff of the school for the implementation, monitoring, evaluating and reviewing of the scheme.

The Chair of Governors has received the LA training on the DES and is fully aware of the implications for Governors, as has our Premises Manager. Governors will be fully involved in the process of developing the DES and will be kept informed by the Leadership Team of its implementation. The Strategic Leader for Inclusion will be responsible for monitoring, evaluating and reviewing the implementation of the scheme and for reporting annually on the progress of the scheme to Governors.

Relevant school staff have been involved in producing the draft DES and all staff have received a copy together with information on how to register their views on the scheme.

The needs of ALL students informs the Performance Management Process for all Staff in which training needs of staff to help them meet the learning/development needs of all students are identified. The Performance Management Policy also requires the evaluation of all CPD activities in terms of their impact on student attainment. Teaching Assistants have completed the Performance Management cycle every year, but we are currently reviewing our Performance Management Policy for teaching staff in light of new statutory regulations being enforced in September 2007 and are developing a Performance Management Policy for all Support Staff.

## **Impact Assessments**

A member of our Support for Learning Department maps provision for students with disabilities. Progress of identified students is also tracked and intervention strategies employed or current ones reassessed if students are not making acceptable progress.

We carry out 'entry' and 'exit' tests for all intervention to assess impact on student learning.

The full evaluation of the scheme will address two main questions:

- A. Have we done what we said we would do?**
- B. Has it had any effect**

- A. The strategic leader for inclusion will be responsible for the ongoing monitoring of the implementation of the DES. Progress will be assessed annually and the action plan revised accordingly on an annual basis.
- B. The success criteria defined in the Action plan (Appendix F) will be checked annually by the strategic leader for inclusion and used to inform the revision of the action plan. The scheme itself will be reported on annually and reviewed every three years.

## **Publication and Reporting**

As a school we are committed to ensuring that the DES is widely available as we are eager to receive and act upon constructive feedback from learners, parent/carers and other stakeholders to ensure that equality is a reality for all disabled stakeholders at Wickersley.

Once the scheme has been approved by the LA and ratified by the Governors, it will be available on our Website and information will be sent home to parents offering them access to a copy in a format suitable to their needs. They will also be informed of how to inform the school of their views. Their views will be used to review and, where necessary, amend the scheme.

The scheme will also be available on our Staff and Student Intranet.

The Governing body will report to parents on the school's DES via the School Prospectus. Details in the Prospectus will include:

- the arrangement for the admission of disabled children and young people;
- the steps taken to prevent disabled children and young people from being treated less favourably than other children and young people;
- the facilities provided to assist access to the school and;
- in respect of children and young people with SEN, the requirement to report on the School's SEN policy.

## **Duration, Review and Revision**

This Scheme sets out how we will make improvements in addressing disability inequalities. It contains action plans for delivering improvements (Appendix F). It is our intention to report annually on the progress of this plan and review the Disability Equality Scheme every 3 years.

Our Disability Equality Scheme and the general duty to promote disability equality will be referenced in all our key strategies and policies as they are developed and revised. Implementing the scheme and the action plan will be the collective responsibility of everyone and will enable us to meet the general duty.

The Scheme is a living, evolving document and we welcome comments and suggestions from disabled people, partners, community groups, stakeholders and any other interested parties.

## **Support from Within and Beyond the School**

The strategic leader for Inclusion, The Chair of Governors and the Premises Manager have undertaken Local Authority training on the DES. The teacher in charge of Support for Learning has also received some training from the LA.

All members of staff have received an electronic version of the DES and the involvement of all stakeholders, other schools, the Local Authority and other outside agencies is detailed in the action plan in Appendix F.

## **Appendix A: The Meaning of Disability**

This appendix is included to aid understanding about who is covered by the Act. A Government publication "Guidance on matters to be taken into account in determining questions relating to the definition of disability" is also available from HMSO.

### **When is a person disabled?**

A person has a disability if they have a physical or mental impairment, which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.

### **What about people who have recovered from a disability?**

People who have had a disability within the definition are protected from discrimination even if they have since recovered.

### **What does "impairment" cover?**

It covers physical or mental impairment; this includes sensory impairments, such as those affecting sight or hearing.

### **Are all mental impairments covered?**

The term "mental impairment" is intended to cover a wide range of impairments relating to mental functioning, including what are often known as learning disabilities.

### **What is a "substantial" adverse effect?**

A substantial adverse effect is something which is more than a minor or trivial effect. The requirement that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability which might exist among people.

### **What is a "long - term" effect?**

A long – term effect of an impairment is one:

- which has lasted at least 12 months, or
- where the total period for which it lasts is likely to be at least 12 months, or
- which is likely to last for the rest of the life of the person affected

Effects which are not long – term would therefore include loss of mobility due to a broken limb which is likely to heal within 12 months and the effects of temporary infections, from which a person would be likely to recover within 12 months.

### **What if the effects come and go over a period of time?**

If an impairment has had a substantial adverse effect on normal day to day activities but that effect ceases, the substantial effect is treated as continuing if it is likely to recur; that is if it is more probable than not that the effect will recur.

### **What are "normal day to day activities"?**

They are activities which are carried out by most people on a fairly regular and frequent basis. The term is not intended to include activities which are normal only for a particular person or group of people, such as playing a musical instrument, or a sport, to a professional standard or performing a skilled or specialised task at work. However, someone who is affected in such a specialised way but is also affected in normal day-to-day activities would be covered by this part of the definition. The test of whether an impairment affects normal day-to-day activities is whether it affects one of the broad categories of capacity listed in Schedule 1 to the Act.

### **They are:**

- mobility
- manual dexterity
- physical co-ordination

- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand, or
- perception of the risk of physical danger.

### **What about treatment?**

Someone with an impairment may be receiving medical or other treatment which alleviates or removes the effects (though not the impairment). In such cases, the treatment is ignored and the impairment is taken to have the effect it would have had without such treatment. This does not apply if substantial adverse effects are not likely to recur even if the treatment stops (i.e. the impairment has been cured)

### **Does this include people who wear spectacles?**

No. The sole exception to the rule about ignoring the effects of treatment is the wearing of spectacles or contact lenses. In this case, the effect while the person is wearing spectacles or contact lenses should be considered.

### **Are people who have disfigurements covered?**

People with severe disfigurements are covered by the Act. They do not need to demonstrate that the impairment has a substantial adverse effect on their ability to carry out normal day-to-day activities.

### **Are there any other people who are automatically treated as disabled under the Act?**

Anyone who has HIV infection, Cancer or Multiple Sclerosis is automatically treated as disabled under the Act. In addition, people who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist are automatically treated under the Act as being disabled. People who are not registered or certified as blind or partially sighted will be covered by the Act if they can establish that they meet the Act's definition of disability.

### **What about people who know their condition is going to get worse over time?**

Progressive conditions are conditions which are likely to change and develop over time. Where a person has a progressive condition he will be covered by the Act from the moment the condition leads to an impairment which has some effect on ability to carry out normal day-to-day activities, even though not a substantial effect, if that impairment is likely eventually to have a substantial adverse effect on such ability.

### **Are people with genetic conditions covered?**

If a genetic condition has no effect on ability to carry out normal day-to-day activities, the person is not covered. Diagnosis does not in itself bring someone within the definition. If the condition is progressive, then the rule about progressive conditions applies.

### **Are any conditions specifically excluded from the coverage of the Act?**

Yes. Certain conditions are to be regarded as not amounting to impairments for the purpose of the Act. These are:

- addiction to or dependency on alcohol, nicotine, or any other substance (other than as a result of the substance being medically prescribed)
- seasonal allergic rhinitis (e.g. hayfever), accept where it aggravates the effect of another condition
- tendency to set fires
- tendency to steal
- tendency to physical or sexual abuse of other persons
- exhibitionism
- voyeurism

Also, disfigurements which consist of a tattoo (which has not been removed), non-medical body piercing, or something attached through such piercing, are to be treated as not having a substantial adverse effect on the person's ability to carry out normal day-to-day activities.

## Appendix B: Impairment

The definition in the DDA is broad and includes many more children and young people than is normally thought.

ADD	Attention deficit disorder
ADHD	Attention deficit hyperactive disorder
AS	Asperger's syndrome
ASD	Autistic spectrum disorder
BES	Behavioural, emotional, social difficulties
FD	Facial disfigurement
HI	Hearing impairment
LD	Learning difficulty: <ul style="list-style-type: none"><li>- includes children with: Down's syndrome (DS); dyslexia (DYS)</li></ul>
MN	Medical needs: <ul style="list-style-type: none"><li>- includes children with: asthma (A); epilepsy (E); epidermolysis bulosa (EB); recovering from cancer (Ca); myalgic encephalomyelitis (ME); a tracheotomy (T)</li></ul>
MSI	Multi-sensory impairment
PI	Physical impairment: <ul style="list-style-type: none"><li>- includes children with: brittle bones (BB); cerebral palsy (CP)</li></ul>
SLC	Speech, language and communication difficulties
TS	Tourette's syndrome
VI	Visual impairment

## **Appendix C: Self Evaluation Form**

### **The effectiveness of the school's engagement with parents and carers:**

- Bullying Survey.
- Keele Survey 2005 and 2008 – parents and students.
- Very high levels of parental support.
- School website and VLE.
- Via specific information evenings and celebration events.
- Termly newsletters and ongoing communication with parents.
- 'Keep Kids Safe' text service.
- Three data reports sent home per year at KS3, plus annual report, six data reports at KS4 plus monthly updates for Assertive Mentoring cohort.
- Parents' evenings.
- School Sports Magazine.

## APPENDIX F: Action Plan (Page 1)

Actions	By whom	By when	Resources needed	Outcomes (with success criteria where appropriate)	Monitoring/evaluation arrangements
<p data-bbox="284 1738 320 2069"><b>Vision and Values Page 5</b></p> <p data-bbox="357 1653 427 2069">Identifying the needs of future and existing employees with disabilities</p>	<p data-bbox="357 1424 459 1603">Sharon Bailey – teaching staff</p> <p data-bbox="504 1424 571 1603">Kevin Ward – support staff</p>	<p data-bbox="357 1301 427 1413">Dec 06</p> <p data-bbox="400 1290 432 1413">Ongoing</p>	<p data-bbox="357 1043 389 1245">Clerical support</p>	<p data-bbox="357 685 427 1021">Database of employees with disabilities</p>	<p data-bbox="357 181 539 562">When new members of staff are recruited; staff leave or staff circumstances change, the database must be amended and needs catered for accordingly.</p>
<p data-bbox="794 1637 865 2069">Catering for the needs of employees with disabilities</p>	<p data-bbox="794 1424 896 1603">Sharon Bailey – teaching staff</p> <p data-bbox="941 1424 1011 1603">Kevin Ward – support staff</p>	<p data-bbox="794 1301 865 1413">Dec 06</p> <p data-bbox="837 1290 869 1413">Ongoing</p>	<p data-bbox="794 1055 896 1245">Will vary according to individual need</p>	<p data-bbox="794 674 865 1021">The needs of employees with disabilities are met</p>	<p data-bbox="794 136 1155 562">Staff with disabilities will interviewed annually by Sharon Bailey/Kevin Ward. They also have the right to discuss any concerns and request any changes to access arrangements/provision at any stage of their employment. In the light of this, provision will be evaluated and reviewed and amended/improved as appropriate.</p>

## Appendix F: Action Plan (Page 2)

Actions	By whom	By when	Resources needed	Outcomes (with success criteria where appropriate)	Monitoring/evaluation arrangements
<p>Vision and Values Page 5</p> <p><b>Parent/Carers with disabilities</b></p> <p>Identify needs with regards to the format of communication home.</p>	<p>See Appendix D</p> <p>Staff identified in Appendix D to liaise with clerical staff to arrange input of data onto SIMS</p>	<p>Dec 06</p> <p>Ongoing</p>	<p>Staff time</p> <p>Clerical support</p>	<p>Parents needs recorded on SIMS</p> <p>Services of outside agencies e.g. Parent Partnership secured where needed .</p> <p>All parent/carers receive communication from school-home in an appropriate format.</p>	<p>Number of complaints received.</p>
<p>Identify needs with regards to accessing the school building for meetings with staff, school productions etc.</p>	<p>See Appendix D</p>	<p>Dec 06</p> <p>ongoing</p>	<p>Staff time/</p> <p>Clerical support</p>	<p>Parents needs recorded on SIMS</p> <p>All parents with disabilities able to physically access meetings/activities in school.</p>	<p>Number of complaints received</p>

## Appendix F: Action Plan (Page 3)

Actions	By whom	By when	Resources needed	Outcomes (with success criteria where appropriate)	Monitoring/evaluation arrangements
<p>Relevant Documents Page 6</p> <p>When the relevant policies and documents are due for revision, they must be revised in line with the DES</p>	<p>Person responsible for the policy document</p>	<p>Dec 06 ongoing</p>	<p>Time of staff and governors</p>	<p>All Policies take account of requirements of the DES</p>	<p>Governor's annual evaluation of policies.</p> <p>School Self-Evaluation procedures</p>
<p>Gathering and Using Information/Data Page 6</p>	<p>See Appendix D</p>	<p>Dec 06 Ongoing</p>	<p>Staff time</p>	<p>All relevant information/data collected and distributed to relevant people as named in Appendix D.</p> <p>The Inclusions data base on the staff Intranet is up- to-date and student needs are taken into account when planning lessons and extra-curricular activities</p>	<p>Departmental Self-evaluation</p> <p>MER reports</p>
<p>Provision Mapping</p>	<p>Christine Bennett/Curriculum Support Dept.</p>	<p>Ongoing</p>	<p>Time</p>	<p>Provision for students identified with disabilities is identified and mapped</p>	<p>The impact of intervention programmes/provision for students with disabilities is monitored, evaluated and reviewed by the SFL Department</p>

## Appendix F: Action Plan (Page 4)

Actions	By whom	By when	Resources needed	Outcomes (with success criteria where appropriate)	Monitoring/evaluation arrangements
<p>Gathering and Using Information/Data Page 6</p> <p>Devising, monitoring, evaluating and reviewing a Self-evaluation policy for the work of the Support for Learning Department, the Behaviour Support Unit and the Hearing Impaired Department in removing barriers to learning for students with disabilities</p>	<p>Sharon Bailey/ Zeba Shoaib/Sarah Marshall</p>	<p>Dec 06 Ongoing</p>	<p>Time Clerical support</p>	<p>An agreed policy is in place and being followed to evaluate the performance of each Department and to produce an improvement plan for each Department.</p> <p>The attainment of students identified with disabilities is in line with their target levels/grades</p> <p>Accurate identification of the main characteristics of learners</p>	<p>The named departments/units produce a Self-evaluation document, to be reviewed termly and to be monitored, evaluated and reviewed in line with other Faculties/Departments in school.</p> <p>Tracking of student progress towards achieving their target levels/grades.</p> <p>Constant updating of information with every new admission to the school.</p>
<p>Updating of Question 1a of SEF to reflect %age of students with disabilities</p>	<p>Michael Waring</p>	<p>Dec 06 ongoing</p>	<p>Time Clerical Support</p>		

## Appendix F: Action Plan (Page 5)

Actions	By whom	By when	Resources needed	Outcomes (with success criteria where appropriate)	Monitoring/evaluation arrangements
<p><b>Involvement and consultation</b> <b>Page 7</b></p> <p>To seek the views of learners, parent/carers and other stakeholders with disabilities</p>	Sharon Bailey	Ongoing First questionnaire to be distributed Sept 07	Time	All questionnaire returns analysed and action points elicited to inform the review of the DES and relevant policies	Questionnaire to be devised, circulated and the responses analysed on an annual basis.
<p><b>Increased Access to the Curriculum</b> <b>Page 7</b></p> <p>Updating of Inclusions Intranet with identified needs of students with disabilities and useful strategies for meeting these needs/removing barriers to learning</p>	Christine Bennett/ Website developer	ongoing	Time. Relevant information from teaching and support staff	An accurate Inclusions section of the Intranet  All lessons and extra-curricular activities planned taking into account the individual needs of students. Quality of Teaching and Learning at least Good	Whole School MER process  Departmental Self-evaluation  Whole school SEF.

## Appendix F: Action Plan (Page 6)

Actions	By whom	By when	Resources needed	Outcomes (with success criteria where appropriate)	Monitoring/evaluation arrangements
<p>Increased Access to the Curriculum Page 8</p> <p>Identification of specific individuals/cohorts of students for whom the traditional curriculum is inappropriate and the provision of a curriculum designed to meet their needs either within or outside school.</p>	<p>Deputy Head: Curriculum with SLT and Faculty Leaders</p>	<p>October 06 Ongoing</p>	<p>Meeting time</p> <p>Suitable courses offered by external providers</p> <p>Multi agency support.</p> <p>Advice and support from Special Schools</p>	<p>A curriculum which meets the needs of all students.</p> <p>Personalised curricula for students for whom the standard curriculum is inappropriate</p> <p>Attainment of students in line with their target grades.</p>	<p>Faculty/Departmental Self-evaluation</p> <p>Curriculum MER</p> <p>Tracking of student progress</p> <p>Student Attainment</p>
<p>Identifying potential barriers to student participation in all extra-curricular and wider school curricular activities and ensuring that all reasonable adjustments are made to facilitate the participation of those desiring to participate</p>	<p>See Appendix D</p>	<p>ongoing</p>	<p>Advice and support of specialists</p> <p>Questionnaire</p>	<p>All students with disabilities expressing an interest in such activities being enabled to do so.</p>	<p>Annual survey of participation of students with disabilities in extra-curricular/wider school curricular activities. Questionnaire to be devised by Sharon Bailey, distributed by clerical staff and analysed by Sharon Bailey.</p>

## Appendix F: Action Plan (Page 7)

Actions	By whom	By when	Resources needed	Outcomes (with success criteria where appropriate)	Monitoring/evaluation arrangements
Improvements to the Physical Environment Page 9					
Implementation of Access Action Plan	Kevin Ward	Ongoing	Those identified in the plan	Eventual access to all areas of the school by disabled learners, parent/carers and stakeholders	Annual review of Access Action Plan
Improvements in the Provision of Information for Disabled Pupils Page 9	See Appendix D	Ongoing	Those identified (See Appendix D)	All learners receive information in an appropriate format	Annual survey of students. Questionnaire to be devised by Sharon Bailey, distributed by clerical staff and analysed by Sharon Bailey.
<b>Implementation, Leadership and Management Page 10</b>					
Seeking views of stakeholders: Staff, Governors	Sharon Bailey Sharon Bailey	Dec 4th 06 January 07	Clerical Assistance	Scheme modified in response to views of stakeholders.  Scheme ratified by Governors in consultation with other stakeholders	Annual report on the Progress of the Scheme to Governors by Sharon Bailey  Scheme reviewed fully every three years.
Parent/carers					

## Appendix F: Action Plan (Page 8)

Actions	By whom	By when	Resources needed	Outcomes (with success criteria where appropriate)	Monitoring/evaluation arrangements
<p><b>Implementation, Leadership and Management -Page 10</b></p> <p>Identification of CPD needs of staff in relation to implementing the Scheme</p> <p>Provision and evaluation of relevant CPD activities</p>	Sharon Bailey	September 06 ongoing	Those identified in Performance Management Planning Meetings	Needs identified and provided for	Evaluation of CPD activities in relation to impact on Student attainment.
<p><b>Impact Assessments -Page 10</b></p> <p>Provision mapping</p>	Christine Bennett	Ongoing	Time	The needs of students with disabilities are identified and provided for and costed.	Attainment of students is used to measure the success of the provision and inform decisions about future provision.
<p>Entry and exit testing of students on intervention programmes.</p>	Curriculum Support Department	ongoing	Relevant tests	Test results	Student progress is in line with expectations. Attainment is in line with targets.

**Appendix F: Action Plan (Page 9)**

Actions	By whom	By when	Resources needed	Outcomes (with success criteria where appropriate)	Monitoring/evaluation arrangements
<p>Publication and Reporting – Page 11</p> <p>Presentation of the scheme to new staff</p>	<p>Sharon Bailey</p>		<p>e-mail</p>	<p>Awareness of everyone's responsibility in implementing the scheme. Constructive feedback to inform the revision/ development of the scheme.</p>	<p>Feedback from staff analysed and acted upon</p>