

# **DISABILITY EQUALITY SCHEME**

**Hasland Junior School**

**2021-2024**

## **Introduction**

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- 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.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

## 1: Starting points

### 1.1: The purpose and direction of the school's scheme : The school's mission statement and aims

#### Our Mission Statement :

To make Hasland Junior School 'The Best School in the World!'

To achieve this, we aim :

- To motivate children through creative teaching.
- To provide a caring and happy environment to which children want to come and give of their best.
- To make every day enjoyable for the children.
- To ensure that children can work and play in a safe environment.
- To set high standards of attainment for each child so that each one can achieve his or her potential in a hard working environment.
- To promote the physical, spiritual, cultural, social and moral development of pupils.
- To create a supportive partnership between home and school.
- To promote healthy lifestyles raising awareness of the importance of exercise and healthy eating.
- To encourage our children to develop self-discipline and a sense of responsibility and care for others.
- To provide the opportunity for children to develop the skills they will need in later life, both social and academic.
- To provide all children with the opportunity to become involved in the life of the school and the wider community.

#### Every Child Matters.

We aim to meet the five outcomes of Every Child Matters – To provide all children with the opportunity to Enjoy and Achieve, Be healthy, Stay Safe, Make a positive contribution and Achieve Economic Wellbeing.

#### Our Values.

Hasland Junior School is a fully inclusive school. We aim to provide equality of opportunity and meet the individual needs of all our learners, so that they can benefit as fully as possible from the education and school experiences we provide and attain their full potential. All members of staff are committed to these values and to removing as many barriers to learning as possible for all children. To ensure our pupils with special educational needs and/or disabilities (SEND) have full access to learning and other school experiences / events, we work closely with other agencies, ensure staff undertake relevant training and adapt our environment and lessons appropriately.

These values underpin our policies for Equal Opportunities and Inclusion, Race Equality, Anti Bullying and Special Educational Needs. Our behaviour and discipline policy also holds these values. A clear system of rewards based on house points, merit certificates and governor recognition certificates includes all children and encourages good behaviour and respect towards others.

In order to promote Disability Equality for everybody connected to our school, we aim to reflect the six elements in the DDA's general duty, which are to :

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

How our school already meets the general duty of the DDA and supports all stakeholders.

Pupils :

1. Specialist room available to children with SEN.
2. Specialist resources are purchased where necessary and used effectively. Eg Numican and i-pads.
3. Staff training on relevant SEND issues.
4. Lighting system to support the visually impaired.
5. Areas have been carpeted to reduce background noise.
6. Areas are clutter free to allow clear movement through and around the school.
7. Ramped access is provided to access the main building.
8. Paintwork of walls, doors and doorframes are contrasted; paint is low sheen.
9. Accessible toilet provided.
10. Using a range of teaching styles and catering for different learning styles, and considering grouping arrangement.
11. All children have differentiated access to the whole curriculum including PE, school visits and extra curricular activities.
12. LA risk assessments, adapted to meet the needs of our children are carried out and shared with staff and children.
13. Health and safety checks and audits are carried out annually to ensure the safety of all.
14. Provision is made for SEND children to carry out assessment through the use of extended time, readers and amanuensis rest breaks etc. Approval is requested from the Local Authority.
15. We offer our children good pastoral care through a variety of initiatives including Mini Leaders and Peer Mediators.

16. We have **the** STOP Anti Bullying Award.
17. We have clear procedures for the administration of medicines and all our staff are first aid trained.
18. Attendance is closely monitored and LA guidelines are strictly followed.
19. Involvement of the LA, parents and outside agencies, through regular meetings, informal discussion, classroom observations and formal reports, enable us to better meet the needs of those with **SEND**.
20. We offer varied and extensive intervention strategies for all pupils where required.
21. We promote a positive attitude towards disabled people through our PSHCE scheme of work and use of visitors.
22. Any form of bullying is closely monitored and recorded by group
23. School carries out individual risk assessments where necessary (school trips) to ensure positive inclusion.
24. Intervention programmes, extra supported visits and informal liaison meetings are arranged to foster successful transfer to secondary school.
25. Our school has also developed and established an Accessibility Plan which details actions for:
  - 1 Improving access to the curriculum.
  - 2 Improving the physical environment
  - 3 Improving the delivery of written information.

## **1.2: Involvement of disabled pupils, staff and parents**

Involving disabled people is a requirement of a scheme and brings real benefits in terms of;

- Providing insights into the barriers faced by disabled pupils, staff and parents
- Developing expertise in identifying ways to overcome these barriers
- Improving working relationships between schools and disabled pupils, staff and parents. .

In developing our school policy, we have surveyed all users of the school, **staff, pupils and their parents** to assess their specific needs. All disabilities declared have been considered in the formulation of this policy.

A survey of needs / disability is circulated to Y3 parents annually and to any new children / parents who join the school mid term. **In addition, user groups are given a survey to complete annually. See appendix 1**

**Our ongoing surveys and communication with families shows that there are no families who need additional support other than what we can currently offer, therefore there is no need for additional requirements other than those articulated in the Accessibility Plan. The 2017 survey of all stakeholders has shown there to be no groups or individuals with disabilities and therefore no need for additional**

requirements other than those articulated within the Accessibility Plan. See Appendix 2

When formulating other policies, Behaviour, Anti Bullying and Equal Opportunities for example, we will ensure that the principles of the Disability Equality Scheme will be considered and adhered to.

### 1.3: Information gathering

Hasland Junior School defines Disability in line with the current definitions in the Disability Discriminations Act (DDA). This means that in this school we define Disability as:

‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Definition of the terms:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- 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;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

In our school the following adjustments are made to support school users who have a disability:

- a) During the interview process for potential employees, we will ensure that questions will be asked regarding a candidates specific needs and work to remove barriers which could potentially preclude their employment.
- b) The school will act positively following any disabilities being declared on surveys.
  
- c) The school premises improvement committee will continue to improve the school with consideration to the future needs of disabled users.

### **Information Gathering Process for all schools users.**

We have gathered information from a number of sources.

- We have surveyed all current pupils, parents, carers and users of the school to gain their views on current provision and future aspirations using our data capture form for all new children.
- We have contacted local disabled peoples groups and asked for their views.
- We have discussed the issues with all feeder schools / nursery providers in the area, as appropriate on transition.
- We have jointly discussed access with other local schools and produced details of other local provision.

The information is needed to allow the school to plan for the future so that the needs of the local disabled community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.

In our school we look on the issue of someone not being able to access something because of a disability as being a problem with what is provided, not the person using the facility or accessing the provision, we would encourage people to make their needs known to us so that we can ensure that they do have full access.

We recognise that this is our first Disability Equality Scheme and that we need, as one of the priorities for the action plan to look at how we can keep this information up to date and involve members of the disabled community in the ongoing life of the plan. This will improve the quality of the information available when the plan is reviewed in three years time.

By following LA recruitment guidelines, we have also gathered information about recruitment, development and retention of disabled employees.

We have reflected on the respective responsibilities of the school and the local authority and we have ensured that we are able to collect information on new staff through the recruitment process through the interview process. Any additional needs identified will be reflected in future reviews of this scheme.

We have discussed the need to have information on disability with current staff and have collected this information through the distribution of a questionnaire and the analysis of the results.

The information collected shows how disabled staff are represented amongst different groups of employees, at different levels of the school, and amongst those who leave the school.

Hasland Junior School recognises the following benefits of a diverse workforce in our community.

- a) Providing diverse role models for pupils.
- b) Different life experiences.
- c) Greater understanding of others and the challenges they face.
- d) Enables the school to actively celebrate diversity.

### **Educational opportunities available to and the achievements of disabled pupils.**

Information about disabled pupils which is already available to the school comes from knowledge of the pupils, discussions with parents and from information provided through surveys.

Using the understanding of which pupils may count as disabled, which we have established earlier in the scheme we have analysed this data against:

- the presence;
- participation; and
- achievements of disabled pupils.

In addition to the annual DES survey, the pupil update form requests information on physical, mental or sensory impairment that disables them in society.

The table above shows our analysis of the Disabled population in our school. It shows:

- We currently have a small minority of children with any form of disability represented at the school.
- We currently have a very small minority of staff with any form of disability represented at the school.
- We currently have a very small minority of parents with any form of disability represented at the school.
- We currently have no 'users' with any form of disability represented at the school.

This tells us that for the majority of our users in school do not have a disability and therefore we do not need to make any immediate changes. For the children who do have a disability we ensure access to the full curriculum is available, differentiated as required and intervention strategies used appropriately. In the event of changes to our pupil population we will consider further changes based on the future needs of users to ensure full compliance with DDA regulations.

### **Participation:**

In the event of more disabled pupils joining the school, we would take each case and consider whether.

- there are areas of the curriculum to which a disabled pupil has limited or no access. We are aware that some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties;
- disability issues are reflected in the curriculum;
- disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs;
- there are parts of the school to which a disabled pupil has limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school;
- different forms of communication are needed to be made available to enable disabled pupils to express their views and to hear the views of others;
- access to information is planned, with a range of different formats available for a disabled pupil; and
- other issues which may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

From the analysis of the information we have collected about the participation of disabled pupils we have decided on the following priorities for the Disability Equality Scheme

***Priority 1: Improving access to the curriculum so that a child with any form of disability can fully participate in it and realise their full potential.***

***Priority 2: Improving the physical environment in order to increase the extent to which children with any form of disability can take advantage of education and associated services.***

***Priority 3: Improve the delivery of information that is provided to children, including those with any form of disability.***

In addition to the priorities identified above, actions are required to ensure the ongoing review and consultation with all stakeholders as to the impact of this scheme. These actions can be seen in the DES action plan attached to this document.

From this analysis we have also decided that the issues can be addressed by making reasonable adjustments. Full details of the actions required to deliver these improvements are outlined in Accessibility Plan which is included at the end of this document.

### **The achievements of disabled pupils**

The school's pupil tracking system monitors the attainments of all children and individual targets are set in response using teacher assessment data and knowledge of the individual pupil. The SENDCO, Headteacher and staff, regularly review the progress of those children with special needs and individual action plans (IEP's). Further development plans are drawn up in consultation with pupils, parent or carer and outside agencies if appropriate. We have analysed the achievements of our disabled pupils against the same success criteria we use for all our pupils including:

- teacher assessments;
- accredited learning;
- end of key stage outcomes;
- comparative progress measured by the optional SATs;
- achievements in extra-curricular activities; and
- broader outcomes such as those set out in *Every Child Matters*.

From this analysis we identify any vulnerable groups and establish actions to further support the achievement and attainment of those groups.

Our longer term priorities to address these issues can be seen in the Accessibility Plan and the School Improvement Plan. Short term planning can be seen in minutes of SLT and Professional Development Meetings as achievement data is analysed.

### **Information on disabled parents, carers and others using the school.**

Our annual DES questionnaire asks parents / carers if they consider themselves to have a disability as well as asking for comments on what the school can do to assist access to our services and information. This information, is supplied, is acted on in determining our priorities in our accessibility plan

Our school is also used by the local community for lettings and as part of this process we ask organisations hiring our facilities to let us know if any additional adjustments are required to cater for their needs. Questionnaires are available to people using our facilities to ensure that this is an ongoing process.

This policy will be published following discussion with staff and governors and a hard copy made available for all users of our services.

### **1.4: Impact assessment**

Our school has a cycle of policy reviews. The DES will inform all policy and practice reviews through an impact assessment, which is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

Over the lifetime of the scheme, our school will:

- Examine all policies, practices, planning and procedures in light of the Duty and assess the possible implications for disabled children and adults
- Initiate the necessary alterations, amendments or actions as a result of the impact assessments
- Incorporate the requirements of the Duty in the formulation of any new policies

Where possible we will involve disabled people in prioritising what is to be looked at first.

## **2: Identifying the main priorities for your school's scheme and deciding your actions.**

The priorities for the school's scheme have been set in the light of:

- an examination of the information that the school has gathered; and

- the need for compliance with the Duty

Priorities identified are about:

- Improving information;
- Improving the involvement of those with any form of disability; children, staff and parents.
- Improving access to the curriculum so that children with any form of disability can fully participate in it and realise their full potential.
- Improving the physical environment in order to increase the extent to which children with any form of disability can take advantage of education and associated services.
- Improve the delivery of information that is provided to those with any form of disability.

The actions we will take to promote equality of opportunity will address the six elements of the general duty:

### ***Promoting equality of opportunity***

We are working proactively to make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils, through this we promote equality of opportunity for disabled pupils and to secure their participation in every aspect of school life.

We have incorporated priorities from our accessibility plan into the scheme.

These are:

***Priority 1: Improving access to the curriculum so that a child with any form of disability can fully participate in it and realise their full potential.***

***Priority 2: Improving the physical environment in order to increase the extent to which children with any form of disability can take advantage of education and associated services.***

***Priority 3: Improve the delivery of information that is provided to children, including those with any form of disability.***

We have also added further priorities to add in respect of promoting equality of opportunity for:

*disabled staff by:*

- ensuring that the DES policy will be made available in different formats if requested;
- treating people equally;

- ensuring that our policies, procedures and plans do not discriminate, but are differentiated as appropriate;
- promoting a positive attitude towards disabled staff, fostering good relationships between disabled and non-disabled staff.

*disabled parents, carers and others who use the school by*

- ensuring that the DES policy will be made available in different formats if requested;
- treating people equally;
- consulting and involving people affected by our policies, plans and procedures;
- promoting good relations and dialogue between the school and users of our services.

*Eliminating discrimination,*

We are working proactively to eliminate discrimination, for example:

- by raising awareness through assemblies and through our PSHCE curriculum;
- by creating opportunities to experience diversity and different cultures;
- by awareness raising and staff training;
- by keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- improving communication.

*Eliminating harassment*

We are working proactively to eliminate harassment. We will;

- raise awareness amongst staff and pupils of disability-related harassment;
- understand the nature and prevalence of bullying and harassment;
- recognise and address bullying and harassment;
- involve pupils themselves in combating bullying;
- ensure that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed.

*Promoting positive attitudes*

We are working proactively to promote positive attitudes to disability, for example:

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by ensuring representation of disabled people in senior positions in the school;
- through positive images in school books and other materials.

### *Encouraging participation in public life*

Disabled pupils, staff and parents are encouraged to participate in school life:

- they see their disabled peers included and succeeding in the life of the school;
- disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- there are positive images of disabled people participating.

### *Taking steps to meet disabled people's needs, even if this requires more favourable treatment*

We will ensure that the policies of the school and the climate of the school is designed to meet disabled pupils needs. We will give due consideration to the fact that in order to do this we may have to ensure that the disabled person receives more favourable treatment, for example:

- additional coaching or training for disabled pupils, staff, parent or carers;
- special facilities for disabled pupils at breaks and lunchtimes;
- a policy of interviewing all disabled applicants who meet the minimum requirements for a job

## **3: Making it happen**

### **3.1: Implementation**

In order to ensure that the scheme is effectively implemented we will ensure that:

- the scheme is supported by a detailed action plan; and
- the action plan is incorporated into a framework that has the oversight of the governing body, and that progress is checked.

The action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;

- clear timescales;
- a specified date and process for review.

The scheme is linked to both the full School Improvement Plan and the Accessibility Plan to ensure that the scheme is reviewed on a regular basis by the governing body.

### *Evaluation*

Through consultation with all stakeholders we will evaluate the effectiveness of this scheme. The outcome of our evaluation will be shared through discussions with:

- their school improvement partner; and
- Ofsted, when the school is inspected.

### **3.2: Publication**

The school's scheme is available on request from the school office by contacting 01246 234250 or by email [info@hasland-jun.derbyshire.sch.uk](mailto:info@hasland-jun.derbyshire.sch.uk) or on the school website. It can be communicated in a different format if some notice is provided.

This scheme was ratified in November 2020 and will be in operation until November 2023 when it will be reviewed and revised.

### **3.3: Reporting**

We will report annually to governors, at the beginning of the school year, on the progress we have made on our action plan and the impact of our actions. Progress reports will be made available on request

### **3.4: Reviewing and revising the scheme**

As part of the review of the scheme, we will:

- revisit the information that was used to identify the priorities for the scheme;
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

Over time we will align our accessibility plan and our disability equality scheme so that we produce a new scheme and plan at the same time.





# Hasland Junior School



## Accessibility Plan 2017 – 2020

### Introduction

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 pupils with disabilities, under Part 4 of the DDA: not to treat pupils with disabilities less favourably for a reason related to their disability ; to make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage; to plan to increase access to education for pupils with disabilities.

This plan sets out the proposals of the Governing Body of the school to continue to increase access to education for pupils with disabilities in the three areas required by the Planning Duties of the DDA which are:

Increasing the extent to which pupils with disabilities can participate in the school curriculum;

Improving the environment of the school to further increase the extent to which pupils with disabilities can take advantage of education and associated services;

Improving the delivery to pupils with disabilities of information which is provided in writing for pupils with no disabilities.

Hasland Junior intends that all pupils, members of staff, parents and other potential users of the School have access to the premises, curriculum and all activities as far as is possible regardless of any disability. The school provides a broad and balanced curriculum for all pupils with access for any disabled children provided for in full liaison with outside agencies (including the LA) and parents. The need for any particular resources and equipment is actively sought and provided if not already available in school. All teachers and support staff are trained in disability awareness, a process which is ongoing as new staff are appointed and new disabilities are identified to the school.

The school has identified its current priorities through information gathering and consultation with parents and possible future parents, Derbyshire County Council (DCC) and other agencies and professionals and from service reports.

The school's priorities :

- **Short Term** - To ensure that access to the curriculum, premises and written information is provided for all current pupils regardless of any disability as far as is possible;
- **Medium Term** – To identify and implement areas where any further improvement can be made over time within the schools own resources, and to inform the Authority of potential long term improvements to extend accessibility at the school;
- **Long Term** - To liaise with the Authority on major improvements to accessibility requiring DCC funding and participation.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached are action plans showing how the school will address the priorities identified in the plan.

## Hasland Junior School

### Accessibility Plan 2021-24

#### Improving access to the Curriculum

| Target   | Action/Strategies   | Lead                                 | Resources / Costings  | Performance Indicators   | Monitor and review                          | Evaluation   |
|--|---|--------------------------------------|---|--|---|--|
| All teachers and support staff are competent in differentiating and delivering the curriculum to meet the needs of all pupils including pupils with disabilities | Disability equality training for teachers and support staff<br>Audit of training needs, plan into staff meetings, training days etc.<br>Consultant/specialist input as required | Headteacher/ SLT                     | Any identified training costs.<br>Specialist fees if required | All pupils regardless of any disability will be able to access the full curriculum | Headteacher, Reports to full Governing Body | Pupils with disabilities have full access to the curriculum<br><b>Yrs 17/20</b>                                  |
| Ensure resources and equipment in every subject area and activity are appropriate in supporting the needs of all pupils with                                     | Audit of information and resources for all subject areas including educational visits and after school activities   | <b>SENDCO</b> /Subject Co-ordinators | Annual/interim subject/activity funding                       | All subjects will be fully accessible to pupils with identified disabilities       | Headteacher, Reports to full Governing Body | All pupils with identified disabilities will have full access to all areas of the curriculum<br><b>Yrs 17/20</b> |

|  |   |   |   |  |   |   |
|--|---|---|---|--|---|---|
| <p>identified disabilities</p> <p>Continue to develop the range of learning resources that are accessible for pupils with identified disabilities</p> <p>Identify potential needs of anticipated future pupils with disabilities to ensure that they will have full access to the curriculum on joining the school</p> | <p><b>SENDCO</b>/Subject Co-ordinators to review resources in all curriculum areas</p> <p>Headteacher (SLT), <b>SENDCO</b> and Subject Co-ordinators to investigate needs Liaison with Hasland Infants or other feeder school</p> | <p><b>SENDCO</b>/Subject Co-ordinators</p> <p>Headteacher /SLT, <b>SENDCO</b></p> | <p>Resources/time /training</p> <p>To be identified in liaison with DCC</p> | <p>Improved resources giving better access to pupils with identified disabilities</p> <p>School will be ready to meet the needs of future pupils with disabilities</p> | <p>Headteacher, Reports to full Governing Body</p> <p>Headteacher, TLC Reports to full Governing Body</p> | <p>Enhanced resources to continually improve access for pupils with disabilities<br/><b>Yrs 17/20</b></p> <p>Future pupils with disabilities will have full access to the curriculum<br/><b>Yrs 17/20</b></p> |
| <b>Further actions required</b>  |   |   |   |  |   |   |
| <b>Non identified</b>  |   |   |   |  |   |   |

## Improving the physical environment

Improvements already undertaken to the physical environment include: the installation of a ramp to connect the School house to the main building, blinds to south and west facing windows to benefit pupils with hearing or visual impairments; carpets fitted in all classrooms to benefit pupils with hearing impairments; a disabled persons toilet was installed to meet the needs of pupils in wheelchairs.

| Target  | Action/Strategies  | Lead responsibility | Resources / Costings           | Performance indicators   | Monitor and review                                    | Evaluation   |
|---|--|---------------------|--------------------------------|--|---|--|
| <p>Walls and door frames to be painted in contrasting colours to ensure people with visual impairments can distinguish which is which.</p> <p>To lay carpets of strong contrasting colours to ensure people with visual impairments can identify routes</p> | Choose colours for all future decoration and for all future carpets. | Resources committee | Quotes required                | Colour schemes around the school are improved and are appropriate for people with visual impairments | Resources committee<br>Reports to full Governing Body | Colour schemes meet the need of pupils with disabilities |
| All future work undertaken by the school will   | Consult with DCC surveyor  | Premises Committee  | Quotes obtained when necessary | School is more accessible to people with   | Resources Committee<br>Reports to full                | School meets the needs of pupils with disabilities       |

|   |  |  |  |              |                |  |
|---|--|--|--|--------------|----------------|--|
| incorporate the needs of pupils with disabilities including use of appropriate decor schemes. |  |  |  | disabilities | Governing Body |  |
| <b>Further actions required</b>   |  |  |  |              |                |  |
| <b>Non identified</b>   |  |  |  |              |                |  |

### Improving the delivery of written information

| Target  | Action/Strategies  | Lead responsibility                                  | Resources / Costings             | Performance indicators  | Monitor and review                                    | Evaluation  |
|---|--|--|----------------------------------|---|---|---|
| <p>To improve the delivery of information to pupils, parents and carers with disabilities, this covers all information normally provided in writing. This includes :- Handouts, textbooks, information about school and school events and any other written materials or information</p> <p>This might include making information available in Braille,</p> | <p>Be aware of LA services for converting written materials into alternative formats and support available from other sources eg Special Schools</p> | <p>Headteacher<br/>SENDCO<br/>Premises committee</p> | <p>As determined when needed</p> | <p>When needed the School will be able to provide any written materials in alternative formats.</p> | <p>Headteacher<br/>SENDCO<br/>Resources committee</p> | <p>Appropriate alternative for all written information is available for pupils with disabilities when required.</p> |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Large Print, Audio<br>Tapes, Sign<br>Language<br>or use of a<br>symbol<br>system |  |  |  |  |  |  |
| <b>Further actions required</b>  |  |  |  |  |  |  |
| <b>Non identified</b>  |  |  |  |  |  |  |

