

DISABILITY EQUALITY SCHEME & ACCESSIBILITY PLAN

Codsall Middle School

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**Disability Equality
Scheme
& Accessibility Plan**

2018 - 2021

Introduction

- 1) Codsall Middle School's Accessibility Plan has been developed and drawn up based on the information supplied by the Local Authority and in consultation with pupils, parents, staff and governors of the school.

The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcome.

The intention is to provide a plan for a three year period ahead of the new review date.

- 2) The accessibility is structured to complement and support the schools Equality Objectives and will be published on the school's website.
- 3) Codsall Middle School is committed to providing an environment that enables all members of the school community to access all areas of the curriculum and participate fully in the school life irrespective of education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) This scheme sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas as set out in the Disability Discrimination Act (DDA).

Codsall Middle School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and is designed to:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the environment of the school so that disabled pupils can take full advantage of education and associated services;
- improve the delivery of information which is provided in writing for pupils and parents who are disabled or have low literacy acquisition levels.

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

Disability Equality Scheme Action Plan & Access Plan

Target	Strategy	Outcome	Time-frame	Achievement
<p>Access to Curriculum</p> <p>Availability of adapted versions of written material such as handouts, timetables and textbooks for disabled pupils and those with significant low reading acquisition levels</p>	<p>a) Teachers prepare written materials with reading levels of all pupils in mind</p> <p>b) TAs support the adaptation of texts / worksheets</p> <p>c) Teachers use for instance :</p> <ul style="list-style-type: none"> - large print - colours - shorter sentences - oral information - visual clues - pre – reading exercises <p><i>Responsible: Teachers / TAs</i></p>	<p>All pupils / parents can access the texts that they are circulated.</p>	<p>07/15</p>	<p>All pupils can access all materials distributed by staff.</p>
<p>Access to Curriculum</p> <p>Ensure that all disabled pupils can participate in all aspects of the curriculum</p>	<p>a) All pupils have access to the whole learning environment</p> <p>b) Reasonable adjustments are made to ensure that pupils are safe and included.</p> <p><i>Responsible: Teachers / TAs</i></p>	<p>Differentiation of learning activities to ensure participation.</p>	<p>On-going</p>	<p>All pupils can access all subjects, including practical subjects</p>
<p>Access to Curriculum</p> <p>Create effective learning environments for all.</p>	<p>Teachers make use of the advice given on the staff area on inclusion to remove barriers to learning. (<i>such as Tips on Including Children with SEN, The Dyslexia Friendly Classroom</i>)</p> <p>Teachers provide alternative forms of recording, such as recording devices, when and as necessary.</p> <p><i>Responsible: Leaders of Achievement/ Teachers / TAs</i></p>	<p>Classrooms are dyslexia friendly</p>	<p>On-going</p>	<p>No pupils are excluded from learning activities on the grounds of their disability.</p>

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<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<p>Analysis of impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities.</p> <p>Involve School Council in reviews</p> <p><i>Responsible: LST / SENCO / Middle Leaders</i></p>	<p>All policies consider the impact on pupils with disabilities.</p>	<p>07/15</p>	<p>Barriers of disabled pupils and those with low literacy acquisition levels is considered in all aspects of school life.</p>
<p>Access to Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<p>a) Review evacuation plans & accessibility.</p> <p>b) Improve signage of evacuation procedures, internet safety, fire drill etc.</p> <p>c) Review new signage of room functions.</p> <p>d) Review disabled parking.</p> <p><i>Responsible : LST / Site Manager</i></p>	<p>Codsall Middle School is accessible for all member of the school community.</p>	<p>09/14</p>	<p>All pupils can access all areas of school safely.</p>
<p>Attitudes</p> <p>To promote positive attitudes to disability.</p>	<p>a) Review PSHCE Curriculum</p> <p>b) Review Assembly Programme: ensure focus of difference/disability / equality</p> <p>c) Involve local disability groups in assemblies and visits to school</p> <p>d) Regular items for newsletter highlighting achievements of pupils with disabilities.</p> <p><i>Responsible: LST</i></p>	<p>Annual</p>	<p>On-going</p>	<p>Inclusive PSHCE and Assembly curriculum</p>

Target	Strategy	Outcome	Time-frame	Achievement
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<p>a) Large print and audio formats etc., as required.</p> <p>b) Monitor uptake of documents in alternative formats</p> <p>c) Review accessibility of newsletter and letters for parents.</p> <p>d) Use of Communicate in Print software.</p> <p><i>Responsible: Admin / SENCO</i></p>	Offer information in alternative formats.	09/14	All school information available in alternative formats.
<p>Staff</p> <p>Promoting equality of opportunity for staff</p>	<p>a) To ensure that a mechanism is in place to discuss their disability and access</p> <p>b) To interview all disabled applicants who meet the criteria and position</p> <p>c) To make every effort that when an employee becomes disabled they stay in employment.</p> <p><i>Responsible: LST</i></p>	Equal opportunities for disabled staff.	On-going	Equal opportunities for disabled staff.

Date of Policy approval: January 2018

Date of Policy review: January 2021



Signed:

Chair of Governors