



**ZNANIYE LIMITED**

**Access Plan**

**2019-2020**

## Action Plan for Disability Equality Scheme

**JULY 2019**

<b>Premises and Environment</b>	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities, accessibility of outside areas- playground, field walkways into school	Site Administrator and SLT	AUGUST 2019	
	Consider as part of the audit the provision of ramps, improvements to doorways; the provision of furniture and apparatus to improve access	Site Administrator and SLT	AUGUST 2019	
	<b>Activity/ resources</b>	<b>Responsible</b>	<b>Timescale</b>	<b>Outcome</b>
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budgets. (Further actions to be developed following audit)	SLT	AUGUST 2019	

<b>Policies and initiatives</b>	Behaviour Policy Review	SLT	Annual policy review cycle	
	Include aspects of Disability Equality in school assemblies/lessons	SLT	Ongoing	
	Increase awareness of and positive attitudes towards disability through the curriculum	All teachers	Ongoing	
	Conduct audit of the physical environment of the school and make recommendations for any necessary actions	Site Admin/SLT	September 2019	
	Review the accessibility of written information to those with a disability and implement any necessary actions for improvement	SLT	On-going	
	Review of other linked policies: SEN, Health and Safety, Equal Opportunities, Anti-Bullying,	Staff and SLT	Annual policy review cycle	
	Ensure staff are up to date with new advice and that is it added to induction training of new staff	SLT	Ongoing	

<b>Using Data to</b>	Devise Disability Register. (Pupils and staff)	SENCO	Summer 2015	
	Continue to track cohorts ✓ Attendance ✓ Academic Performance	Administrator	Ongoing	
	Continue termly Progress Meetings, where needs, issues and performance of pupils are discussed	SLT	Ongoing	

	<b>Activity</b>	<b>Responsible</b>	<b>Timescale</b>	<b>Outcome</b>
	<p>Create class file with basic medical information for visiting/supply teachers.</p> <p>Passed on and discussed with new teacher at the beginning of a new school year. Also care plans updated in Sept available in staff room or notice board.</p>	SENCO, all staff	Kept up to date/ ongoing	

<b>Access to the curriculum</b>	<ul style="list-style-type: none"> <li>✓ Remind staff of Quality First Teaching and National Curriculum Inclusion Statement</li> <li>✓ Run staff meeting on “Reasonable Adjustments” and SLT expectations</li> </ul>	SLT	Ongoing	
	Share good practice relating to disability issues and data	All staff	Ongoing	
	Monitoring of teachers’ planning will include careful consideration of differentiation and ‘reasonable adjustments’ made	SLT	Ongoing	
	Review of resources	SLT, All staff	Ongoing	

	Audit of staff training needs	SLT	TERMLY	
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**Assessment:**

- ✓ The completion of essential set up tasks
- ✓ The impact of better awareness of everyone in school producing more positive opinions
- ✓ Improved academic results and standards

**Monitoring and evaluation:**

- ✓ To be completed annually by Senior Leadership Team (SLT) , during the Summer Term
- ✓ Consider views of those on disability register and their parents

## **Appendix A- Definitions of Disability**

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disability, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as:

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry, or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand

- perception of risk to physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils- from SEN register, medical record sheets and data entry sheets
- Parents/carers- from disclosure to the school or from data entry sheets
- Staff- disclosure to the Headteacher in confidence.
- Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems correct with glasses or lenses do not qualify
Learning difficulty, including Specific Learning Difficult	Dyslexia, dyspraxia, ADHD, ASD, Obsessive compulsive disorder	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	