

SUCCESS FOR EVERYONE: Whole School/Setting Disability Equality Action Plan

(Covering your duties to plan for making anticipatory reasonable adjustments, including; increasing access to the curriculum, improving the physical environment and increasing access to information.)

Name of School/Setting: _____ Brookfields Primary school _____

3 year period covered by the plan: From: Month ____ July _____ Year ____ 2015 _____

To: Month ____ July _____ Year ____ 2018 _____

Name of Senior Lead responsible for co-ordinating this Plan: _____ Dawn Benton _____

1. SCHOOL/SETTING INFORMATION

1.1 Vision and Value

Our vision is for all children to be valued and included using person centred and personalised approaches to promote effective teaching and learning .This will enable all children to fulfil their maximum potential. This has been drafted in line with the 2010 Equality Act and the SEND Code of Practice, June 2015.

All stakeholders will be provided with an equality of opportunities and will not be discriminated against for any reason.

Brookfields enables inclusive access in the areas of curriculum, environment and information.

All children, families, staff and community stakeholders will be supported to be healthy, stay safe, enjoy and achieve, thus making a positive contribution and achieving economic well-being.

Our school is an inclusive learning community making learning fun, enjoyable and supports the development of positive citizens suitable for the 21st century.

All members of the community have been involved in the development of this plan.

1.2 Describe the Diverse Needs of the Community:

Brookfields is a good, inner city, 2 form entry, expanding primary school, as judged by our latest Ofsted inspection. It has a wealth of cultures and languages within its diverse community. The population of the school is transient as Brookfields is often first point of entry into the UK from many other continents.

Currently there are 130 children with Special educational Needs.

This consists of :-

1 child with an EHC plan

129 Sen support children

There are 236 children receiving pupil premium.

2 Staff and professionals with disabilities

Parents with disabilities

2 parents with mental health needs

1 parent with a physical disability

There are no children who need a Personal Emergency Evacuation Plan (PEEP)

(a) Consultation to inform Audit/Action Plan:

School staff, governors and support services

The staff have identified the need to improve the 4 priorities listed.

All groups were consulted via meetings, emails, questionnaires, flyers, telephone, the Parent Forum groups, councils and team meetings.

1.3 (b) Views of Parents:

Parents were consulted via the parent groups in school. Parents coffee morning /Parents Forum etc. They were asked via progress meetings on an individual level also their views were canvassed in the news letter. Questionnaires were sent home to individual families.

The parents identified priorities were the development of the school playground for the children and continuation of fund raising to match this to be continued by the Parent groups attending coffee morning and play and stay, also partnership with Tesco as the local supermarket who provide resources for school. Also other priorities voiced were support for families with emotional or behavioural difficulties and transition particularly to secondary school.

1.3 (c) Views of Children and Young People:

The children were consulted via school council and through pupil conferencing and on a whole class basis.

The children wanted continued development of the school buildings and particularly the play ground. They would like even more opportunities for sport and leisure activities on the school site, which will be possible once redevelopment and expansion works are complete.

1.4 Who contributed to this Plan

The parent's were consulted via the parent groups in school namely Parent coffee morning and Parents Forum etc. Their views were canvassed during Progress meetings on an individual level also via the news letter and questionnaires were sent home to individual families. It was ensured disabled stakeholders

were included as the whole school population were included. The school is undergoing a substantial redevelopment due to an expanding school population. The most current / recent regulations relating to health ,safety and accessibility have been adhered to.

2. Whole School/Setting Disability Equality Action Plan

Name of School/Setting:

Period covered by the plan: From: April 2016

To: April 2019

Objectives (priorities from audit and wider consultation) Expressed as an outcome for disabled pupils and/or adults in terms of progress and participation	y Code (C,E,I) See key below *	ACTIONS			Evidence What evidence will be collected to measure progress towards objective?	Timescale Short term: 1 yr Medium term: 2 yr Long term: 3 yr Give approximate dates
		HOW (How will we get there?)	WHO (Who needs to do what?)	RESOURCES (Who and what do we need to help us?)		
Development of school council.	C	Time table more regular school council meetings.	JC	Time	School council to meet more regularly and 1:1 pupil conferencing to begin summer term for Y5 to continue through Y6 once termly.	Training development and delivery 1yr and 2yr.
Transition planning	I C	Use the contact me page on the school website if no email addresses are known. (For Y6. Ensure all schools contacted by email). Parents and children invited to new Reception and	BOR/LK/AR to complete transition pro-forma for individuals. DB to provide 1 page profiles for identified pupils. Nursery and Reception staff.	Time	Y6 children to have some contact with new school prior to the July Transition Day . Nursery and reception children to be known to the school in anticipation of meeting their needs. A a weekly Play and stay group supports facilitating this. Smooth transition across classes within Brookfield's school in September.	Longer term – initially April 16 following up May 16 if no contact made. Then at this time yearly ongoing. Home visits June 16 (where appropriate) then yearly at this time.

		<p>Nursery open mornings. Nursery/Reception pupil home visits, where needed. School will develop transition proforma to submit to future Secondary school. SEND pupils schools to be contacted individually and a 1-page profile prepared and discussed with SENCo.</p> <p>Class teachers to liaise in July with receiving staff to share information to ensure smooth transition between classes, phases, and key stages.</p>	Class Teachers			
Improvement and strategies to support personalisation of teaching for class teachers and TA's	I	GROW (Gaining the Rewards Of Work) training for all class	All CT to take part in the improving teaching	In-house training	Improvement judged in the quality of lessons taught. Improving outcomes for all groups of pupils.	Yr1 and 2 and 3

School redevelopment and expansion- the changing face of Brookfields.	E I	<p>teachers. Peer coaching for teaching assistants to further develop skills.</p> <p>Due to increasing numbers of children, school is to be expanded to 2 form entry so school has on going building and redevelopment work.</p>	<p>programme (GROW) and TAs to have peer coaching</p> <p>All stake holders involved- local authority / contractors etc. Plans drawn up in consultation with the above groups.</p>	Time, outside agencies, school budget.	Improved environment for all groups. This will promote inclusion and remove barriers for disabled stakeholders improving accessibility.	Yr1 , 2 and 3.
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To respond to changing circumstances, ensure you record additional considerations or needs that require new objectives to be set during the 3 year life of the plan. This plan can be extended and new boxes added to include these new objectives.

By focusing on this objective are you:	*Accessibility Code
Increasing the extent to which everyone can participate in the school curriculum?	C
Improving the physical environment so everyone can take advantage of education?	E
Improving the delivery of information so that it is accessible to everyone?	I

Whole School/Setting Disability Equality Planning Checklist

Checklist

To comply with the requirements for your school to plan for making anticipatory reasonable adjustments, including: improving access to the curriculum, improving the physical environment and increasing access to information, have you:

<ul style="list-style-type: none"> Involved disabled stakeholders in meaningful engagement/consultation to produce, monitor and annually review your Plan (include pupils, all staff, governors, parents, visitors to school e.g. other professionals, support services, council officials and people from the wider local community)? 	Y
<ul style="list-style-type: none"> Collected accurate and up-to-date data of the disabled population of the school and community? 	Y
<ul style="list-style-type: none"> Analysed this data in terms of admissions, exclusions, pupil achievement and provision of any benefit, service or facility? 	Y
<ul style="list-style-type: none"> Analysed this data in terms of the recruitment, retention and career development of disabled staff? 	Y
<ul style="list-style-type: none"> Considered how the disability equality objectives pay due regard to the 3 aims of the General Equality Duty and form part of the strategic planning of the school? 	Y
<ul style="list-style-type: none"> Ensured each objective has a named person to lead it, is adequately resourced and has a clearly defined timescale? 	Y
<ul style="list-style-type: none"> Set up a timetable to monitor the Plan and report annually on progress? 	Y
<ul style="list-style-type: none"> Published the Plan in a range of formats and made it available to all interested parties? 	Y