

Disability, Inclusion and Access Plan 2021 - 2024

Target	Action/Strategies	Responsibility	Time Scale & Budget	Monitoring & Success
Ensure the DDA Legislation is adhered to and that a suitable plan is consulted on and produced	• Delegate responsibility to SMT Member for developing the DIA Plan • Access relevant LA Training • Carry out consultation with parents, staff and pupils as appropriate	EF SMT	Annually	
Ensure all stakeholders are aware of legislation	• SMT, GB and Staff Team Meetings to develop awareness • LA Training for DIA Co-ordinator	SMT DIA Co	ongoing	
Ensure the school has a 'Can do' and positive attitude to all disability issues and responds appropriately to all needs	• Ensure all staff are aware of vision and ethos • Maintain Inclusion Award • Utilise external specialists • Continue to promote/be an inclusive school	SENCO DIA Co	Ongoing	
Ensure outcomes for disabled pupils and staff are reflected in all school policies and documents	• Include Disability, Inclusion and Access statement in all policies during Review Process	Policy Reviewers	Ongoing Policy Review Schedule	
Ensure that the school promotes inclusion for all and focuses on outcomes for disabled pupils	• Continue to review Inclusion Award Practices • Analyse pupil data for Disabled and Special Educational Needs pupils • Develop strategies/interventions to respond to issues from analysis	SENCO ARR Co SMT/Head	Ongoing May/June Annually Ongoing	
Ensure that the outcomes for disabled pupils are analysed and used to develop provision and influence practice	• Feedback from Annual Reviews of pupils with disabilities	SENCO/ DIA	Annually	
Ensure involvement in planning for disabled pupils between parents, school, LA and pupils	• Survey of all pupils and parents • Annual Staff Well Being Survey	HEAD	July 2022	
Ensure involvement of specialist services for the inclusion of disabled pupils/ staff	• Links with all relevant external agencies • Links forged and developed with Frederick Holmes Service	SENCO HEAD	Ongoing as required	
Ensure that all pupils with a physical, mental or learning disability are fully included in the curriculum <i>The School is committed to responding to needs as appropriate. Full discussions and planning meetings will be arranged when appropriate to do so. This ensures that we comply with the school's vision statement of being a fully inclusive school.</i>	• Access specific training for specific pupils e.g. Dyslexia, Autism, Speech and Language, Behaviour, Communication • Access Intervention Training for relevant staff • Utilise specific programmes for specific pupils e.g. motor skills development programmes • Staff to receive circle time training • Enhanced pastoral support for specific pupils • Appoint appropriate staff to support pupils with specific needs	Staff Dev Co SENCO Staff Dev Co HEAD SMT / GB	Ongoing throughout year (See CPD Plan) See Policy Review Schedule Ongoing	
Ensure that the physical environment and changes to the physical environment reflect the needs of the school community and specific pupils <i>The School is committed to responding to needs as appropriate. Full discussions and planning meetings will be arranged when appropriate to do so. This ensures that we comply with the school's vision statement of being a fully inclusive school.</i>	• Highlight Needs of pupils and staff within school and plan into school buildings development plan • Carry out termly site inspections to ensure that any H&S issues and inclusion issues are highlighted and acted upon • Continue to recognise individual need during ongoing refurbishment works • Involve ERYC Support Staff to ensure that children with disabilities can be fully included • Meet with parents of new children to discuss needs, provision and possible changes to physical environment	HEAD/GB L&M Committee SENCO Site Manager/S BM/ HEAD	Ongoing $\frac{1}{2}$ Termly Reports Ongoing As Required [Dev Capital Budget]	

Ensure that the school addresses curriculum access issues for pupils with a wide range of learning disabilities	• Increase pupil involvement in target setting in Pupil Passports • Continue to respond to diverse needs as appropriate for pupils with DIA issues • Appoint appropriate support staff • Access relevant CPD opportunities to support Disability & Inclusion needs	SENCO HEAD SMT	[SEN Budget] Ongoing	
Make links with external agencies to help us ensure that the school provides 'Best Practice' with regards to inclusion & Disabilities <i>The School is committed to responding to needs as appropriate. Full discussions and planning meetings will be arranged when appropriate to do so. This ensures that we comply with the school's vision statement of being a fully inclusive school.</i>	• Develop links with Specialist Schools to support pupils have the opportunity to experience mainstream school • Work with EYRC Support Services to help support us with pupils in the school with Disabilities • Work with ED Psychologist and Behaviour Consultant to support children in curriculum • Work with LEA to include children moved from other schools • Work with Health Specialists in regard to the inclusion of specific children • Work with Portage Service to support transition and inclusion in to school	SENCO HEAD DIA Co.	Ongoing	
Ensure that all pupils are included fully in extra curriculum activities	• Continue with policy that all pupils and staff are fully included and needs assessed/arrangements made to ensure full compliance with school policy	Extended Schools Co-ordinator (Head)	Ongoing	
Review relevant Policies and Plans to ensure that all children are included	• Review Medicines in School Policy • Review First Aid in School Policy • Review Inclusion Policy & SEN Policy • Review Drugs in School Policy • Ensure that all policies refer to Inclusion Policy & DDA		See Review Schedule	
Ensure that pupils and parents are asked for their opinions on disability and access arrangements and issues	• Annual Reviews • Time made for individual needs discussions	DIA Co. HEAD SENCO	Spring Term (Annual)	
Ensure that the Disability , Inclusion and Access Plan is available to the whole school community on request	• Available from the school office and available in different formats if requested • Make available on website	SBM		
Ensure that the DIA Plan fits in with all other school documents, such as the SIP, 3 Year Financial Plan	• Ensure that needs/provision/priorities are identified and included in School Development Plan and 3 Year Financial Plan	HEAD SBM	Ongoing/ Annually	
Ensure that the DIA Plan is reviewed and analysed regularly and that this is used to inform future plans and priorities	• Review plans as required when new issues arise, new pupils enrol or new staff appointed • Full review to be carried out in 2020	DIA Co-ordinator	Ongoing & Full Review Summer Term 2022	
Ensure that staff are given equal opportunities and catered for to be able to carry out their duties	• Staff Well Being Survey • Staff needs to be taken into account • New appointments with disabilities-meeting to be carried out before taking up appointment	HEAD GB SBM	Ongoing	

Ensure IT Software is appropriate to support learning for all pupils	• Appropriate software is purchased to enable all pupils to learn effectively • Software is provided for Staff/GB who have a disability (e.g. Governor without sight)	HT GB	As appropriate	
Ensure Educational Visits are accessible for all pupils	• Ensure that all children, regardless of need, can access Educational Visits	Ed Visits Co.	As appropriate	
Ensure all staff are aware of guidance on accessible formats	• Guidance is made available and accessible as appropriate	HT	As appropriate	
Provide information in other languages for pupils or prospective parents who may have difficulty understanding English or hearing	• Access to ERYC translation service , interpreters and sign language service as appropriate and if required • Make available on website	HT SBM	As appropriate	
Ensure that appropriate training is accessed to ensure the safeguarding of pupils with a disability	• ERSCB training to be accessed by Designated Safeguarding Lead and Support Staff on safeguarding pupils with a disability	DSL	July 22	
Languages, other than English, is visible around school	• Website has translated navigation option • Welcome signs in other languages in front entrance	HT	July 22	