

Tudor Primary School



Disability Equality Scheme 2019 / 2020

Target	Actions	Success Criteria	Timeframe	Responsibility	Monitoring	Done
Aims of the School continue to promote inclusive practice	<p>Governors to review at start of academic year</p> <p>Evaluate the provision in place at Tudor Primary in regard to children with disabilities.</p> <p>Share approaches that have been adapted/ improved to ensure all activities are accessible.</p>	Schools aims reflect equality of opportunity for all children.	September 2019 (Review)	Chair of Governors	Governing Board	
Disabled access reviewed (including views of disabled users).	<p>Meet with Mr D (site manager) to review access arrangements every half term – what works, what doesn't?</p> <p>Work with Inclusion lead to evaluate the needs for children who require support with access.</p> <p>Hall stair lift serviced and inspected 6 monthly (completed Sept 19)</p>	The needs of disabled children and parents are met throughout the school. Feedback from parents is positive.	September 2019 (Action any changes ASAP)	Head, Gov and Site Manager	Governing Board	

	<p>Site manager to support with daily parking arrangements for families with disability and/ or motobility needs.</p> <p>Child with accessibility plan able to access new dining area (by September)</p> <p>Complete actions on</p>					
Curriculum and resources adapted as required to meet individual needs.	<p>When required, seek support from specialist advisory teachers to support adaptations.</p> <p>PNI advisory teacher to visit school and evaluate practice and provide support with future decision making</p>	All children able to access full range of curriculum successfully.	<p>Start of each term (linked to planning of activities)</p> <p>Visit arranged for Oct 19</p>	Head/INCo	SLT	
Continue to raise awareness amongst pupils and staff of disability issues and promote positive attitudes (INCLUDING link with Woodfield School)	<p>Training of staff and pupils (where appropriate) in dealing with disabled children/adults.</p> <p>Year 5 pupils to work with pupils at Woodfield Special School</p> <p>At least one school assembly each term to address disability issues (led by staff/ pupils from</p>	<p>Staff more confident in supporting disabled pupils and colleagues when necessary</p> <p>Pupils developing positive attitudes and understanding of disability issues</p>	<p>Weekly sessions in Autumn and Spring term.</p> <p>Assembly to take place (during anti bullying week)- focus on Dyslexia</p> <p>Woodfield to deliver assembly in</p>	<p>SLT</p> <p>Year 5 teachers</p> <p>INCo</p>	SLT	

	Woodfield School), e.g ASD, anxiety plus PSHE timetable		second half of academic year			
Remove barriers to work and learning where possible	INCo Leader to meet with parents and/or staff who require additional assistance when appropriate to action plan on an individual basis how potential barriers can be removed. Full staff training e.g ASD, Step On, sensory difficulties	Disabled pupils or staff able to access work, learning and general school life in an unrestricted way. Staff make reasonable adjustments to support children with disability	INCo to meet with parents at EHCP reviews/ planning meetings as part of SEND support cycle Step on update in Spring 20 Sensory training planned for Summer 20	INCo	SLT	
Pupils feel positive about school regardless of disability	Analysis of pupil questionnaires	Questionnaire analysis shows children have a positive attitude towards school and action plans are put in place where this is proven not to be the case.	Questionnaire to take place in July 2020	Head/ Office Team	SLT/ Office Team	
Children diagnosed with mental health issues, autism, dyslexia, communication/interaction	Analysis and discussion of need, support from external agencies when required, action plans in	SEND records, data and intervention records continue to show that the needs	Parent consultations (SEND) as well as SEND friends	INCo	SLT and Governing Board	

<p>difficulties or learning difficulties have equal rights and access</p>	<p>place, regular review of action plans Access to school clubs monitored Lunchtime play training</p>	<p>of children are met and that all staff are appropriately trained</p>	<p>and parent forums (at least monthly) Monitoring activities take place each year (sports clubs)</p>			
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