

Tudor Primary School

Disability Equality Scheme 2023 / 2024



Target	Actions	Success Criteria	Timeframe	Responsibility	Monitoring	Done
Aims of the School continue to promote inclusive practice	<p>Senior Leaders to review at start of academic year</p> <p>Evaluate the provision in place at Tudor Primary in regard to children with disabilities- evaluate approaches for all children with additional needs (eg EHCP/ IHCP)</p> <p>Share approaches that have been adapted/ improved to ensure all activities are accessible.</p>	<p>Schools aims reflect equality of opportunity for all children.</p> <p>INCo is able to evidence how adaptations have been made for individuals.</p> <p>All children able to be fully involved in school life.</p>	September 2023 (Review)	SLT	SLT/ Governing Board	
Disabled access reviewed (including views of disabled users).	<p>Meet with Mr Denny (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>The needs of disabled children and parents are met throughout the school. Feedback from parents is positive.</p> <p>Evidence that all appropriate plans/ documentation have</p>	September 2023 (Action any changes ASAP)	Head, Gov and Site Manager	Governing Board	

	<p>Hall stair lift serviced and inspected 6 monthly (service log to be available for monitoring)</p> <p>Site manager/ SLT to support with daily parking arrangements for families with disability and/ or motobility needs.</p>	been reviewed/ responded to.				
Curriculum and resources adapted as required to meet individual needs.	<p>When required, seek support from specialist advisory teachers (including OT) to support adaptations.</p> <p>If appropriate, 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.	Start of each term (linked to planning of activities)	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>Continue partnership work with Woodfield School to allow children to work alongside each other.</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>Woodfield to deliver a Year 5 workshop.</p>	<p>SLT</p> <p>Year 5 teachers</p> <p>INCo</p>	SLT	

	<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 Woodfield School), e.g ASD, anxiety plus PSHE timetable</p> <p>Electric Umbrella assembly to raise awareness of us all being unique.</p>					
Remove barriers to work and learning where possible	<p>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, therapeutic approach to behaviour, sensory difficulties</p>	<p>Disabled pupils or staff able to access work, learning and general school life in an unrestricted way (including all trips/ experiences). Staff make reasonable adjustments to support children with disability</p>	<p>INCo to meet with parents at EHCP reviews/ planning meetings as part of SEND support cycle</p> <p>Therapeutic behaviour updates to be completed- staff training at different levels (Autumn)</p>	INCo	SLT	
Pupils feel positive about school regardless of disability	<p>Analysis of pupil questionnaires</p>	<p>Questionnaire analysis shows children have a positive attitude towards school and action plans are put in place where this is</p>	<p>Questionnaire to take place end of academic year.</p>	Head/ Office Team	SLT/ Office Team	

		proven not to be the case.				
Children (and staff) diagnosed with mental health issues, autism, dyslexia, communication/interaction difficulties or learning difficulties have equal rights and access	Analysis and discussion of need, support from external agencies when required, action plans in place, regular review of action plans Access to school clubs monitored Lunchtime play training	SEND records, data and intervention records continue to show that the needs of children are met and that all staff are appropriately trained	Parent consultations (SEND) as well as SEND friends and parent forums Monitoring activities take place each year (sports clubs)	INCo	SLT and Governing Board	