

SUCCESS FOR EVERYONE: ACTION PLAN FOR DISABILITY EQUALITY SCHEME

Name of Setting: **St Margaret Mary RC School** Date Completed: 31st January 2015

Name of person co-ordinating this Plan: Mrs J Logue

1. SETTING INFORMATION

1.1 Vision and Values:

(Describe your ongoing ethos and vision relating to inclusion/accessibility)

The Ethos of our school lies in our school Mission Statement:-

'In St Margaret Mary School we welcome everyone into our community in order to live, love and learn together in the light and example of the life of Christ.'

1.2 Meeting the Diverse Needs of the Community:

(Describe the range of needs met within the setting including those children with SEN/LAC/Children in need, vulnerable groups, etc. Please quantify in terms of numbers of children. Also include adults, Parents, Staff, other Professionals who support school and potential community users):

33 Children on SEN Register (Including pupils with Cerebral Palsy (1) Autism (4)

Down's Syndrome (1) Dyspraxia (2)

0 LAC

35 EAL pupils

51 FSM pupils

1.3 (a) Consultation to inform Audit/Action Plan:

(Priority Actions suggested by views of School/Setting Staff and Support Services, Outside Agencies (e.g. Physio, SALT, EPS))

Barbara Hunter (Outreach at Wilson Stuart)

Lynne Lewis – Educational Psychologist

Scott Johnson – Pupil and School Support

Emma Sly - CAT

Seye Obidina – School Nurse

Andrew Naylor – LACES

Lesley Hatch – Physiotherapist

Shelley Woolley - OT

Laura Sanders – SALT

1.3 (b) Views of Parents:

(Priority Actions suggested by views of Parents)

Communications between school and parents is excellent. Regular contact and daily dialogues take place. Parents have responded very positively to our website and twitter page along with the school learning zone and SEND Information report which gives them access to school information along with ideas to support learning at home. The parent notice board at the front of the building also keeps parents up to date. Some parents request texts as Reminders for school events.

This a system we now have in place. Workshop continue to take place regularly for parents, and Reviews for all SEND pupils are held termly.

1.3 (c) Views of Children and Young People:

(Priority Actions suggested by views of Children and Young People)

Pupils in our school have very positive things to say about their learning environment. The school Council take an active role in collecting and organising events that pupils suggest. View of the Children are collected in informal interviews, questionnaires, informal discussions.

Half termly assessments are made by pupils and teacher and targets are set for the next half term.

ITP reviews are held termly with children, parents staff and any relevant outside agencies. Areas on our website/twitter page are available for children to leave comments and requests. The Wii initiative suggested by pupils for the best attended classes still continues and is very Popular. Our WOW (Walk once a week) initiative is also very popular, we have about 60 pupils who take part weekly.

1.4 Who contributed to this Plan?

(Please include nature of disabilities/impairments)

Mr Aldred – Head Teacher
Mrs Logue – DHT/SENCO
Fr Sharples – Parish Priest/Governor
All Class teachers – Nursery –Y6
Play leaders/lunchtime supervisors
Parents – via Questionnaire
Pupils – via website/questionnaires etc.

2. AUDIT

Name of Setting: _____

Summary of Success For Everyone Audit:

Standard	1	2	3	4	5	6	7	8	9	10
Audit point	8	7	7	7	9	7	8	8	8	8

Following the Audit, what are your priorities for the next year?

Priorities	Which Standard does this Priority relate to?	Who will lead on this Priority?
<p>Audit training needs annually for all stakeholders</p> <p>Build on collaboration links with neighbouring school Christ the King (CTK)</p> <p>Use of training materials to be facilitate where necessary (IDP materials/VLE/bgfl)</p>	<p>3</p> <p>Staff Development</p>	<p>HT/CPD Coordinator Key Stage Coordinators HT/Governors</p>
<p>Structured planning meetings with Class teachers and teaching assistants</p> <p>Create opportunities for independent learning and social skills through topics</p> <p>Collaboration link to use training and peers at CTK/SMM for developing skills of TA and Learning mentors.</p>	<p>4</p> <p>Extended Inc Team</p>	<p>Key stage coordinators SLT</p>
<p>Establish outside KS1 area for a variety of groups</p> <p>Ensure G&T pupils are challenged in lesson and though after school clubs</p> <p>Develop support for SEN children and mathematics</p> <p>Ensure homework is worthwhile and pitched at the appropriate levels.</p>	<p>6</p> <p>Teaching and Learning</p>	<p>Class teachers SENCO G&T coordinator Maths Coordinator Key Stage Coordinators SLT</p>
<p>Workshops aimed to support pupils/parent learning of key skills</p> <p>Topic related inspire workshops</p> <p>Develop use of VLE</p> <p>Parish links</p>	<p>9</p> <p>Parental & community Involvement</p>	<p>Inspire Coordinator Key stage coordinators ICT coordinator SLT Governors</p>

3. ACTION PLAN FOR DISABILITY EQUALITY SCHEME

Name of Setting: St Margaret Mary RC School

DATE STARTED: January 2012

Objective/s (From the Feature chosen)	Accessibility Code*	ACTIONS			HOW WILL YOU MEASURE THE IMPACT ON OUTCOMES FOR EVIDENCE What evidence will you collect to show that the objective has impacted on outcomes for vulnerable/disabled children and adults?	WHEN TO ACHIEVE BY Short term: 1 yr Medium term: 2 yr Long term: 3 yr Provide date
		HOW (How will we get there?)	WHO (Who needs to do what?)	RESOURCES (Who and what do we need to help us?)		
Audit of staff training needs to be carried out annually at Performance Management interviews and fed back to Governors	C E	Govs/HT/DHT to audit and discuss with staff their training needs and wishes.	Performance management record sheets to document training needs.	Performance management proforma and information on courses offered throughout the year.	In Performance Management reviews get feedback from staff regarding training they have received, how beneficial that training is and what needs they have in the future.	Ongoing annually.
Build on collaboration links with Christ the King school.	C E I	Use skills from other skills from teaching, school council cluster meetings to working with pupils with learning difficulties.	DHT will create a TT of events throughout the academic year whereby projects will take place between school councils, Key Stages and Year groups	Dependent on planned projects.	Staff, parent and pupil questionnaires.	Ongoing annually.
Continue use of e-training where appropriate for teachers, parents and pupils.	C I	E-safety training for all stakeholders. IDP materials, VLE and bglf training resources.	Class teachers will work with pupils and parents in workshops and via moodle and HT via home school letters.	Moodle VLE Home school letters Workshops Parent Meetings	Pupil feedback via questionnaires, responses from parents and interviews with staff members at pupil progress meetings.	Termly.

<p>Structured and directed planning time to be consistent between staff and Teaching Assistants weekly.</p>	<p>C</p>	<p>Teachers to meet TAs weekly to go through planning and to ensure that the learning objectives and goals for each lesson and cohort is clear.</p>	<p>Class teachers to meet weekly with TA.</p>	<p>Directed Planning time.</p>	<p>Lesson observation, staff interviews with teachers and TAs and pupil interviews.</p>	<p>Yearly.</p>
<p>Develop social skills through the teaching of topics and create further opportunities for independent learning.</p>	<p>C E</p>	<p>Peer tutoring, use of net books, letting G&T children choose sub plot topics to pursue, use of Outside classrooms for pupils in Y1.</p>	<p>Pupils and teachers to plan times for children to harness and guide their own independent learning, Less abled pupils to become less dependent on adults and gain confidence working independently, or having free choice.</p>	<p>Net books, time, Outdoor classrooms, equipment needed to support individual learning and group learning (dependent on need)</p>	<p>Pupil interviews and teacher feedback. IEPs and provision plans or statements.</p>	<p>Assessed Termly</p>
<p>Develop support for SEN children and mathematics.</p>	<p>C I E</p>	<p>Baseline children at beginning of each academic year to see where the gaps in learning are. Audit resources and ensure pupils have access to correct maths equipment and resources electronically.</p>	<p>Class teachers / MACO and SENCO.</p>	<p>Electronic games and resources SEN laptops to ensure daily practise is maintained and skills are visited.</p>	<p>Termly trackers, progression of individual children. Interviews with children and staff and SENCO and IEP reviews.</p>	<p>Ongoing.</p>

Establish an outdoor KS1 learning environment for pupils.	C E	Ensure that the learning environment has the appropriate equipment and resources to be facilitated daily for differing groups and need. Ensure access for all is available.	KS1 Coordinator to take into account needs of all pupils in KS1 and for specific cohorts of children in Y3 who may be working at KS1 level that need time for reinforcement activities that could take place in this learning environment.	Outdoor tables, 100 square, chalk, puppet theatre, listening centre, white boards, balls, musical instruments, washing lines, reading cushions etc.	Teacher/TA and pupils interviews. Termly trackers. IEPs and reviews.	Ongoing.
Ensure G&T pupils are challenged in lessons and after school clubs.	C E I	Sub plot topics to run alongside normal topics taught half termly. Children to choose a topic and be given time weekly to work on the presentation of the topic to their peers or Key stage. Use of net book area to be TT for G&T pupils.	Class teachers, G&T Coordinator	G&T after school club. Aquila membership (Magazine for G&T pupils)	Trackers termly Aquila club Sub plot topic presentations and teacher observations.	Half Termly.
Develop skills of TA. Use strengths of collaboration between our school and Christ the King. Share skills and training so that staff are more skilled at becoming learning mentors.	C I	Half Termly links with TAs from both schools on chosen topic (i.e. art, D&T, Science) take a focus subject each half term. HT to decide on skills to be honed i.e.: Questioning, modelling etc.	Learning mentors to meet together and audit existing strengths and weakness and identify areas that peer training could improve.	Time 1 afternoon per half term and resources as necessary.	Lesson observations, TA interviews and teacher and pupil interviews.	Half Termly

Workshops aimed to support parents/pupils learning of key kills.	C I	Hold half termly workshops for parents and set tasks to be completed at home. Tasks to be modelled and differentiated for needs of learners where appropriate and access on moodle to equate this.	Inspire Coordinator and relevant subject coordinators to oversee skills that are covered.	Dining room, time and resources relevant to activities, i.e. glue, books, paper pencils, net books.	Half termly trackers, IEPs and reviews. Interviews/feedback from pupils, parents and staff.	Half termly.
Develop use of VLE for all stakeholders Gobs/staff/ parents and pupils.	C I E	Hold workshops for parents to allow them to see what the VLE can offer.	ICT coordinator and class teachers.	Time, net books.	Parents comments and feedback.	Ongoing.
Build on Parish Links with school, home and parish.	C I	Hold workshops for parents for Sacramental year groups.	RE Coordinator Parish Priest and Parents. Governors	Visual and audio needs to be considered.	Governor feedback from workshops. Parental feedback and Parish Priest interview.	Ongoing.

By focusing on this standard (and its features) 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

4. Additional Considerations during the life of this plan / on-going review

Date	Issues that have arisen	Action taken	Evidence to collect of Impact on Outcomes for pupils, staff, parents, other adults with disabilities

5. Action Plan for Disabled Adults (Parents, Staff, Community Users)

Date	Issues that have arisen	Action taken	Evidence to collect of Impact on Outcomes for pupils, staff, parents, other adults with disabilities



DISABILITY EQUALITY DUTY (DED) 2005

Specific Duty: Disability Equality Scheme

Checklist

To comply with the requirements for your school to produce a Disability Equality Scheme (DES) have you:

<ul style="list-style-type: none"> Involved disabled stakeholders in real engagement/consultation to produce and monitor the DES- must include pupils/students, staff at all levels, governors, parents, visitors to school such as other professionals or council officials and people from the wider local community. 	
<ul style="list-style-type: none"> Collected accurate and up-to-date data of the disabled population of the school and community. 	
<ul style="list-style-type: none"> Analysed this data in terms of admissions, pupil achievement and exclusions. 	
<ul style="list-style-type: none"> Analysed this data in terms of the recruitment, retention and career development of disabled staff. 	
<ul style="list-style-type: none"> Analysed the accessibility and suitability of educational and other school services in terms of the implementation of the 6 aims of the General Duty of the DED. 	
<ul style="list-style-type: none"> Ensured plans have specified lead responsibility, resources needed and a clearly defined timescale. 	
<ul style="list-style-type: none"> Ensured that targets in the Scheme form part of the strategic priorities of the school. 	
<ul style="list-style-type: none"> Established a rolling programme to review all school policies and procedures to consider the impact these have on the disabled members of the school/community and the barriers they face. 	
<ul style="list-style-type: none"> Planned to always involve disabled people in this review process. 	
<ul style="list-style-type: none"> Set up a timetable to monitor the Scheme and report annually on progress, also publishing outcomes in a range of formats. The Scheme will need to be reviewed and revised after 3 years. 	