



Objective	Action	Personnel	Timescale	Cost	Expected Outcome and Evaluation
<b>1. Curriculum</b>					
<ul style="list-style-type: none"> <li>To ensure that staff know their role in supporting pupils with disabilities</li> <li>To ensure that reasonable steps are taken so that the curriculum can be delivered to pupils with disabilities</li> <li>To eliminate discrimination from any source material used in the delivery of the curriculum</li> <li>pupils with specific disabilities receive individual learning plans that support their access to the curriculum making all reasonable adjustments</li> </ul>	<ul style="list-style-type: none"> <li>Train staff in the requirements of the law</li> <li>Audit the curriculum to identify what steps need to be taken to ensure that pupils with disabilities can access the curriculum</li> <li>Action appears in teams' Action Plans: to review source material for content discarding any that are suspect or amending in the light of the legislation</li> <li>SENCo ensures that each child can access the curriculum, planning whatever steps need to be taken to ensure equality of opportunity</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Subject Co-ordinators</li> <li>All staff</li> <li>SEND Co-ordinator and Subject Co-ordinators</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>As required</li> <li>Ongoing</li> <li>As required</li> </ul>		<ul style="list-style-type: none"> <li>Staff appreciate the ramifications of the law</li> <li>An audit is carried out and curriculum leaders amend the work schemes in the light of the outcome</li> <li>Source material is amended to match the expectations of the law</li> <li>Disabled pupils experience the full curriculum with equal quality to that of other pupils</li> </ul>
<b>2. Buildings, facilities and layout</b>					
<ul style="list-style-type: none"> <li>To review access to the current site identifying where steps need to be taken in the light of pupils with disabilities coming to the school</li> <li>Any plans for a new build/alterations are scrutinised for compliance with DDA legislation* the DDA was replaced with The Equality Act 2010 and this reduced some requirements – if aiming for legal compliance as a minimum, then use Equality Act 2010, if we are going for a higher than legal minimum compliance by using DDA standards, we should state this is a higher standard!</li> </ul>	<ul style="list-style-type: none"> <li>The limitations of the site are identified in terms of access to specific facilities and specialist resources, eg bathroom management area (BMA); heavy doors, resources on upper levels</li> <li>Any new build or alterations to existing structures are assessed in terms of access for the disabled</li> <li>Would it be an idea to set up a group of people – pupils and parents / carers included who we could use to help us assess our progress in this – at work we have “independent advisory groups” and they are especially useful in assessing buildings for issues for disabled people –e.g DDA compliance had been met in a new build, but the light switches were too high for a person in a wheelchair to reach</li> </ul>	<ul style="list-style-type: none"> <li>Business Manager, Site Manager; Headteacher; Specialist Support Services, eg Access and Inclusion Services; Architects; Governors</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>		<ul style="list-style-type: none"> <li>Specific and detailed inventory of necessary adjustments is made and reported to the Finance Committee of the Governors.</li> </ul>

### 3. Information

<ul style="list-style-type: none"><li>• To ensure that information published by the school reflects the positive attitude that the school promotes towards pupils with disabilities</li><li>• To ensure that people with disabilities that use the facilities are informed of any support we offer</li></ul>	<ul style="list-style-type: none"><li>• All published documentation is scrutinised to see if it should contain any reference to disability</li><li>• Letters to parents/ carers invite parents/ carers to seek help where necessary</li></ul>	Administration staff and SLT  School Manager; Business Manager (Lettings)	On preparation for publication		<ul style="list-style-type: none"><li>• Published material reflects the ethos of the school and engenders positive attitudes to disability</li><li>• Parents/carers respond by seeking help when needed</li><li>• parents/carers with disabilities attend more school events</li></ul>
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