

Checklist to ensure that the Disability Equality Scheme/Accessibility plan meets DDA legislation.

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1A The purpose and direction of the schools plan: vision and values. Does the DES/AP include:	Yes	No
A statement that identifies the school's aims for pupils with a disability that includes:		
a) The school's determination to identify and remove barriers for those with a disability?	√	
b) The school's commitment to providing equal opportunities?	√	
1B Information from pupil data and school audit. Does the DES/AP include?		
Information on the specific features relating to disability of the school community?	√	
Information on how priorities have been assessed for their impact on those with a disability?	√	
A definition of disability that is shared and understood by staff?	√	
A statement that identifies the duty to provide "reasonable adjustments" for those with a disability?	√	
Details on how those with a disability are identified and supported to be full participants?	√	
Details on how policies and practices are evaluated to assess impact on those with disabilities?	√	
Details on how the physical environment is assessed for its impact on those with a disability?	√	
Details on how the curriculum is assessed for its impact on those with a disability?	√	
Details on how printed information is assessed for its impact on those with a disability?	√	
1C Views of those involved with the development of the plan. Does the DES/AP include:		
Information on how the views/aspirations of pupils' with a disability were obtained?	√	
Information on how the views/aspirations of parents of pupils with a disability were obtained?	√	
Information on how the views/aspirations of other stakeholders with a disability were obtained?	√	

Information on how information was gained from external sources on how to support those with a disability?	√	
2A Increasing the participation of disabled pupils in the curriculum. Does the DES/AP evaluate:		
The impact the curriculum has upon pupils with a disability? (Data, views of pupils etc)	√	
The effectiveness of reasonable adjustments in reducing discrimination? (ICT application etc)	√	
The effective deployment of adult and peer support in reducing discrimination?	√	
The impact the curriculum has on increasing awareness of and positive attitudes towards disability?	√	
Effective access to specialist advice and support?	√	
2B Improving the physical environment of the school. Does the DES/AP pay attention to:		
The impact of improved lighting, signage, acoustics, floor coverings, heating and ventilation?	√	
The availability of accessible and clean toileting, washing, medical and changing rooms?	√	
Provision of accessible outside areas such as playgrounds, sports fields and other common areas?	√	
Provision of ramps, lifts, improvements to doorways, parking for those with a disability?	√	
Provision of furniture, apparatus, storage to improve access to the environment?	√	
2C Improving the access to printed information to those with a disability. Does the DES/AP consider:		
The accessibility of all text based information provided to the school community? (letters to parents/website etc)	√	
The action needed to reduce barriers in school for those with sensory/literacy impairments? (readability/ICT)	√	
3A Making it happen Does the DES/AP identify:		
How the action plan will be evaluated and how this will be provided annually to parents?	√	
How those with a disability will be part of this evaluation process?	√	
3B Publishing the DES/AP and the action plan. Does the school identify:		

How the DES/AP will be published and what action will be taken to ensure it is accessible to all?	√	
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School – Ridgeway Primary School, Chasetown, Staffs. Impact of the DES/AP 2017-2020

<p>The purpose and direction of the schools plan: vision and values.</p>	<p>The school reviews its vision and values every three years and these are shared with parents and other stakeholders. These can be found separately however the main aims are: Ridgeway will provide opportunities for all pupils to achieve the highest level they can in all aspects of their development. Ridgeway will work closely with its 'Extended Services' including its governor led Sunbeams Nursery and the on-site VMC Sunny Days Nursery and with other schools both locally and further afield. Ridgeway will have an ethos of high expectations for everyone in the school community. The school is currently awaiting the visit for Enhanced Dyslexia friendly status and achieved full status in June 2016. We have earned Healthy Schools status, Gold Active mark, quality mark and silver eco award and are beginning to work towards arts mark. We have made links with other schools in the local area. We have good links with other agencies including SENSS, EPS, BST, AOT etc. The next step will be to make links with a school further afield and keep this link going.</p>
<p>Information from pupil data and school audit.</p>	<p>All staff have had level 1 training from the Autism outreach team and some staff are working towards level 2 of this training. All staff have had training on the dyslexia and Speech and language section of the IDP. This is ongoing. Governors have been trained in the dyslexia strand of the IDP. All staff are fully aware with children with disabilities and this is a regular item on staff meeting and phase meeting agendas. Children who need specific attention have engagement profiles, risk assessments and care plans where necessary which are reviewed annually (or more often if required). All staff are made aware of these and copies are kept in class SEN files, the office and staff rooms. These are also distributed to dinner staff. Supply teachers are made aware of them when they come into school. This has meant that staff are more aware of children and how to support them. The system for referring concerns about children has also been improved by regular SEN meetings and reporting concerns forms. This has meant more effective and quicker responses so that support can be given where necessary.</p>
<p>Views of those involved with the development of the plan.</p>	<p>Teaching and learning is used very effectively to support participation of disabled children. Children are encouraged to give feedback about school, lessons and their views on how things can be improved. Children are taught about different disabilities through PSHE lessons, assemblies and special events, however this could be further improved using links with a special school. Children are encouraged to find out about the difficulties of children within their year by asking questions. An open</p>

	<p>approach is used which has had an impact on children wanting to feel more open about their own difficulties and disabilities. SEND review meetings are now happening across the school which involve all staff working with the child, the SENDCo, the parent/care and the child. This gives all stakeholders an opportunity to feedback about the support that is given for the child. Review minutes are kept on these meetings and any issues arising are monitored by SENDCo.</p>
<p>Increasing the participation of disabled pupils in the curriculum.</p>	<p>The approach to the curriculum has changed drastically in light of the DES/AP over the past 6 years. All classes now follow a 'Creative Curriculum' where possible with the new National Curriculum which encourages children to be able to learn in a way that suits them. We continue to look in detail at the way we teach and ensuring that all children are able to access the curriculum and make progress in their own ways. Other ways which the school has improved are that there are now a larger variety of extended school provisions to include clubs other than just sports such as cooking and art. There is also support in place during lunch hours for those children with social or emotional issues. The differentiation across the school has been a whole school focus which has been extremely success. All abilities are now catered for with certain children receiving specific planning where necessary and possible. Children are skilled in the use of self, peer and adult assessment and use this well to support each other and their learning. There is a very inclusive approach to learning across the school. The transition between Foundation stage and Key stage 1 has been a focus as well to ensure that the gaps are identified with specific support put in place for the children that need it. This has also been the case for transition into KS2. We have use the SENIS team to put in additional transition support for children moving up to high school where necessary. Learning mentors work with children with disabilities to ensure transition arrangements and provided extra support to high school transition. They also work with children and families identifying areas that need extra support. This is then fed back to staff involved with these pupils and then monitored for any further input needed.</p>
<p>Improving the physical environment of the school</p>	<p>There are accessible toilets on all levels across the school, including a disabled access toilet in the main entrance hall of the school. There is a medical area which is located on the lower ground floor close to the playground and selected staff in each key stage, members of the office staff and SLT were trained in Pediatric first aid in 2015. Foundation stage and KS1 windows and doors have been improved to make accessibility better. We are having a new play surface for Reception and Nursery which make outside learning more accessible as well. Rooms are kept warm enough for those children who do not move about much and this is monitored across the school. Rooms are generally quiet enough and free from general noise so that children can hear, however it may be necessary to add sound equipment if a child needs it in the future. A radio aid is used for a profoundly deaf pupil in Y5 and another child in Y4 with hearing impairment. Accessibility settings are used on the computers for children such as larger icons. We have also purchased a large mouse to be used to support children with fine motor difficulties – however this will be something that needs to purchased for other</p>

	<p>children and classes in the future. We have also purchased writing slopes to be used across the school but these need to be purchased for each class. We currently have enough for 1 per year group. The main area to be focused on is the accessibility to the lower playground and lower half of the building. There is access around the school now outside with the new path that goes through the forest school area and the garden. The forest school area is also fully accessible for all children and adults.</p>
<p>Improving the access to printed information to those with a disability</p>	<p>In school there is a huge range of ICT resources available such as laptops, alpha smarts, ipads, a touch table, smart boards and a large mouse. Coloured backgrounds are used on whiteboards and colored paper is available in all classrooms and used for some children. Children are also given individual coloured rulers where necessary. All classrooms and intervention/RAT rooms have a 'Grab and Go kit' which contains a range of different resources for use in lessons such as timers, coloured paper, overlays, talk tiles etc. Children are encouraged to work practically where necessary and children are supported with reading of text that they cannot understand across the curriculum. The use of readers for exams and SAT's papers is well used across the school where necessary. SLT monitor books regularly to assess readability level of work and children are differentiated well for. This includes a heavy focus on responding to marking and making sure that these steps are SMART. Parents, staff and other stakeholders and contacted with messages via text messages, newsletters from school, e mails and other notes. There is a website for pupils and parents to access with personal log ons. PTFA have a Facebook page for general questions for parents. Children are made aware of important messages and reminders are sent where responses are not given. SIMS is also used to ensure staff are aware of all children in school and their needs. The website is kept up to date and parents are aware of the variety of ways that they can access information within school. Parents feel that they can approach school to discuss any concerns or queries. The school has recently introduced the Ridgeway app which can be used on apple and android devices.</p>

Signed by Headteacher: *Joanne Jelves*

Chair of Governors *P. Potter*

4) DES/AP action plan Dec 2017-2020

Aims

- a) To continue to increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
Further develop systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates	<ul style="list-style-type: none"> A pupil voice group to be used to gain the views of children with disabilities and other children in school about what school could do to improve further 	RC- Charity Troopers group	ongoing	
Further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.	<ul style="list-style-type: none"> Systematic review of planning to check reasonable adjustments across the school. Continue to collect Data on children attending clubs both within and out of school – monitor to assess % of children with disabilities. 	SENDCo SENDCo/ Extended schools coordinator SENDCo/PE	ongoing	
Further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors	<ul style="list-style-type: none"> list of staff and children kept and updated based on disabilities and support given/needed. Annual report published to governors based on reasonable adjustments made and impact. 	SENDCo SENDCo	Ongoing	

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Agree targets in three key areas and ensure that these are included within the School Improvement Plan and that resources are identified to ensure their implementation	<ul style="list-style-type: none"> To improve access to and quality of outdoor provision in Foundation stage. 	EYFS coordinator	End 2017	
Increase access to the curriculum by:	<ul style="list-style-type: none"> All children feel that they access the curriculum as well as possible. All children on the SEND register to continue to have SMART learning targets 	SENDCo SENDCo	Ongoing ongoing	
Increase access to the physical environment by:	<ul style="list-style-type: none"> To continue to monitor the access to different parts of the school on a termly basis 	Site supervisor and Resources committee	Ongoing	
Increase access to written materials by:	<ul style="list-style-type: none"> Continue to use a wide range of writing materials offered in each class and pencil grips, etc used. Continue to use coloured paper and overlays used regularly throughout the school. Continue to make Sloping boards available in all classrooms where necessary 	SENDCo SENDCo SENDCo	Ongoing Ongoing ongoing	