



## Overdale Community Primary School Equality Action Plans aligned to the school's equality objectives

### Disability in the curriculum

We aim to ensure that the curriculum represents all aspects of society. Teaching materials will include images and content that informs children about ability and disability. Where appropriate the needs of disabled people will be discussed with the children in order to improve their understanding of their needs.

### Eliminating harassment and bullying

Discrimination, harassment and bullying of disabled individuals will be dealt with under the school's equality or behaviour policy. Circle time provides a vehicle for addressing inclusion issues such as discrimination, bullying, etc.

### Contractors and Procurement

Contractors are made aware of the needs of disabled pupils and health and safety issues arising from these by the Administrative Officer. The school will seek professional guidance on the procurement of specialist equipment and materials for pupils with disabilities.

### Monitoring Procedures

Any costs which are incurred will be taken from the SEND budget. Appropriate action will be taken when a child with SEND starts at Overdale C P School, i.e. assessments of provision will be undertaken and adjustments made. Children's needs will be constantly monitored throughout the school year and appropriate provision will be made to meet their needs.

|  |          |
|--|----------|
| This policy was last reviewed on       | 5.7.2022 |
| This policy is scheduled for review on | 5.7.2025 |

**KEY ISSUE**

Ensuring the accessibility of our school for all disabled pupils, staff and visitors.

What we understand by 'disability'

The Disability Discrimination Act 1995 part 1 (DDA) defines disability as:

*"a physical or mental impairment which has a substantial and long term (at least 12 months) adverse effect on a person's ability to carry out normal day to day activities."*

This definition was amended and broadened under the 2005 Disability Amendment Act to include people with HIV, multiple sclerosis and cancer. Removed was the requirement that a 'mental illness' be 'clinically well recognised'.

As recommended by the Disability Equality in Education (DEE) all pupils with Special Educational Needs (SEN) and those with long term medical needs are treated as disabled for the purposes of the Act and equality. This is in addition to all school users with long term impairments, which have a significant impact on their day to day activities.

## Success criteria

- All pupils, staff and visitors will be able to access the school;
- All adults and children with disabilities will feel welcome and valued;
- Staff will have an awareness of the needs, both short and long term, to increase accessibility for pupils, staff and visitors;
- All staff will be aware of an individual's access needs.

| Actions to achieve the success criteria  | Persons responsible for delivering the action   | Start date | Finish date | Costs borne by the school    | Monitoring Person and Method                                      | Notes on progress   |
|--|---|------------|-------------|------------------------------|---|---|
| All physical barriers will be removed to ensure that the school is as accessible as possible for pupils, staff and visitors with disabilities. | Headteacher<br>Health & Safety Officer<br>SENCO | Ongoing    | Ongoing     | Dependent upon action needed | Head teachers<br>SENCO<br>Assessment to be undertaken when needed | No work is currently needed. The state of the art building was built with disabled access as a priority with ramped paths to all areas of school and double door entry points where possible. All toilets have the necessary adaptations for disabled users |

|  |   |         |         |  |   |  |
|--|---|---------|---------|--|---|--|
| Positive attitudes will be fostered amongst the school community towards people with disabilities, through provision of information and education.   | All staff   | Ongoing | Ongoing | N/A  | SENCO<br>Questionnaires /Feedback given   | No concerns at the moment. Parents have had SEND questionnaires. The results of which have been fed back to governors and used to inform future practices. |
| All staff should have access to specific training on disability and related medical issues.  | SENCO<br>SLT  | Ongoing | Ongoing | Dependent on training organisation   | SENCO<br>When need arises   | Training for epilepsy has been completed. Autism and dyslexia training is also running in school regularly.  |
| All relevant staff will be aware of an individual's needs and how they will access the curriculum through: <ul style="list-style-type: none"> <li>Identifying a person/persons to be responsible for ensuring that individual access plans for disabled children are in place;</li> <li>Setting up systems for information to be shared with appropriate staff, whilst maintaining a level of privacy for the disabled child.</li> </ul> | Headteacher<br>SENCO<br>Relevant staff              | Ongoing | Ongoing | N/A  | SENCO<br>When need arises   | No current need. SENCO is responsible person for ensuring individual access plans.   |
| Facilities will be provided for children with medical needs to engage in intimate care, e.g. going to the toilet, needing to be changed, etc.  | Health and Safety Officer<br>Head teachers<br>SENCO | Ongoing | Ongoing | Cost would be dependent on waste bin to be purchased and the collection/ disposal of waste. A changing bed may also have to be bought depending on the child's needs | SENCO<br>Health and Safety Officer<br>An assessment would be made of the child's needs and appropriate action taken | No action is currently needed  |

**KEY ISSUE**

Ensuring that all pupils are able to access the curriculum and everything it has to offer

Success criteria:

- All pupils will be able to access everything the school has to offer, including extra-curricular activities, day trips and residential visits;
- All pupils will be able to access the school curriculum through appropriate adaptations being made;
- Pupils will be encouraged to take ownership of their learning (age appropriate);
- All pupils will be shown empathy and understanding and will be supported appropriately at all times; and
- All staff will have an understanding of, and will feel confident in, supporting pupils with a range of needs.

| Actions to achieve the success criteria   | Persons responsible for delivering the action | Start date | Finish date | Costs borne by the school                                   | Monitoring Person and Method   | Notes on progress  |
|---|---|------------|-------------|---|--|--|
| Lessons and activities will be appropriately differentiated to ensure that all children can take part taking into consideration individual needs and learning preferences.  | Head teachers<br>SENCO<br>Class teachers      | Ongoing    | Ongoing     | N/A   | SLT<br>Lesson observations<br>Learning walks<br>Book scrutinies                                  | Latest observations show that teaching is good across the school and that all learners are engaged, included and provided for. |
| P.E. lessons will be adapted, where needed, to ensure that all pupils can take part. This may be differentiation within the lesson in terms of activities and/or equipment. | All staff<br>P.E. Co-ordinator<br>SENCO       | Ongoing    | Ongoing     | Dependent on the equipment which would need to be purchased | SENCO<br>P.E. Co-ordinator<br>Lesson observations as appropriate                                 | No current concerns. All children are able to take part in PE lessons.   |
| Physical access arrangements to be considered and discussed with parents/carers when trips and residential visits are organised.  | All staff<br>Educational Visits Co-ordinator  | Ongoing    | Ongoing     | Dependent on any extra staff or resources being needed      | SLT<br>Risk assessments will be carried out of activities to be undertaken/ places to be visited | No current concerns  |

|  |                                 |         |         |  |   |  |
|--|---------------------------------|---------|---------|--|---|--|
| <p>Barriers to learning and recording will be removed through:</p> <ul style="list-style-type: none"> <li>• Pupil's being able to use laptops, voice recorders and other ways to record their work;</li> <li>• Fonts being enlarged when needed;</li> <li>• Opportunities will be provided for children to complete homework tasks at school in the event they do not have access to a computer or similar at home;</li> <li>• Carpeting and curtains/blinds being incorporated into classrooms and other parts of the school to improve acoustics; and</li> <li>• Appropriate resources being made available to children on an individual needs basis.</li> </ul> | <p>Class teachers<br/>SENCO</p> | Ongoing | Ongoing | Dependent on resources needed              | <p>SLT<br/>Lesson observations<br/>Learning walks<br/>Book scrutinies</p> | <p>Resources purchased as and when needed. Clicker 8 has been purchased as well as Widgeit to support the needs of some of our pupils.</p>                                     |
| <p>All staff will review and be mindful of how resources are accessed by the children in classrooms and ensure that labels and signs are inclusive and promote independence.</p>   | <p>Class teachers<br/>SENCO</p> | Ongoing | Ongoing | N/A  | <p>SENCO<br/>Learning walks</p>   | <p>No action currently needed</p>  |
| <p>All staff will undertake appropriate CPD to ensure they are confident in supporting a range of needs.</p>   | <p>SENCO</p>                    | Ongoing | Ongoing | Dependent on the training that is required | <p>SENCO<br/>Staff questionnaire to inform CPD provision</p>              | <p>A need for training has been identified (Dyslexia) and this has now been addressed through training. School is currently working on being a 'dyslexia friendly school.'</p> |

**KEY ISSUE**

Ensuring that all parents and carers are able to access school information

Success criteria:

- Parents and carers will be provided with clear, straight forward and simple communication;
- Parents and carers for who English is an additional language will have equal access to information for pupils; and
- There will be flexible/easier communication between home and school.

| Actions to achieve the success criteria   | Persons responsible for delivering the action                  | Start date | Finish date | Costs borne by the school  | Monitoring Person and Method   | Notes on progress   |
|---|--|------------|-------------|--|--|---|
| Information will be presented in a variety of ways, eg. letters, texts, website, etc. to ensure that all parents have access to it. | SLT<br>All staff<br>Admin staff<br>Home -School Support Worker | Ongoing    | Ongoing     | Dependent on if a translator is required or information needs to be converted to braille | Head teachers<br><br>Feedback sought   | No action currently needed  |
| Language used will be simple and any education terms or jargon will be clearly explained or avoided.                                | SLT<br>All staff<br>Admin staff<br>Home -School Support Worker | Ongoing    | Ongoing     | N/A  | All staff<br><br>SENCO<br><br>Feedback sought  | No action currently needed  |
| Staff will be aware of any individuals who may need the information passed directly to them in person.                              | Class teachers<br>Admin staff<br>Home -School Support Worker   | Ongoing    | Ongoing     | N/A  | All Staff<br><br>Feedback sought through transition meetings, parent evenings, IPM reviews, etc. | Feedback to be sought when relationships with parents/carers have been developed. |

|  |  |                |                |            |  |  |
|--|--|----------------|----------------|------------|--|--|
| <p>For parents and carers who have English as an additional language a website translator may be used.</p>   | <p>Class teacher<br/>Admin staff<br/>Home -School Support Worker</p> | <p>Ongoing</p> | <p>Ongoing</p> | <p>N/A</p> | <p>All staff<br/>Feedback sought</p>   | <p>No action currently needed although we have one family who's needs may need to be considered if more technical information is being passed on</p> |
| <p>A variety of ways will be used to ease communication between home and school, e.g. home-school book, regular meetings, texts, open door policy, etc. The most appropriate of which will be discussed with the parents and carers.</p> | <p>All staff<br/>Home -School Support Worker<br/>SENCO</p>           | <p>Ongoing</p> | <p>Ongoing</p> | <p>N/A</p> | <p>All staff<br/>Feedback sought through meetings and daily interactions</p> | <p>Action is taken when needed through a need being identified</p>   |