

ST. ANSELM'S COLLEGE

DISABILITY EQUALITY SCHEME

2007-8

ACTION PLAN

To ensure equality of opportunity for pupils with physical disabilities (access to the curriculum).

What needs to be done?	How will it be achieved?	Who will do it? Lead Responsibility	What is the time scale?	What will success look like?
<u>PE</u> – audit/update access to all – budget i.e. specialist equipment.	<ul style="list-style-type: none"> • Audit current access; identify any shortfalls and review budget. 	LMB/SENCO/HOF PE	Include Year 6 data JULY (annually)	Sept '07 including new intake and each summer term annually.
<u>Swimming Group</u> Review current provision as suitable for pupil numbers.	<ul style="list-style-type: none"> • Termly review 	SENCO→LMB	Ongoing	All school visits/activities incorporate full access.
<u>Educational Visits</u>	<ul style="list-style-type: none"> • Include on Risk Assessment / compliance with current legislation 	LMB→Deputy Headteacher (NFH)→Headteacher	Ongoing	
<u>Assess degree of medical needs.</u>	Audit current system/recording systems	LMB→SENCO→Main Office	Current	Update records with access to all staff.

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<u>Specialist teaching areas:</u> improve access as reasonable.	Mobile ramp for <u>music</u> block. Flexibility in timetabling of rooms as required	LMB/RSD	Purchase of mobile ramp, considered but not vital.	Access to all specialist areas.
<u>Continuity of learning during long absences:</u> (e.g. hospitalisation)	Good communication ongoing – continue with use of tutors as appropriate. Use of ICT resources. VLE, Email	HOY/Parents Pastoral team/SMT	Current/ongoing.	Continuity of learning.
<u>Review of disability awareness in PSHE/CITIZENSHIP – whole school.</u>	Incorporate in termly/annual review of subject.	LDB/HOY	Summer Term '08	Up to date schemes for each school year as appropriate.

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The Local/Wider Community (parents/carers/visitors)				
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Ensure disabled people can access the school buildings.	<ul style="list-style-type: none"> • Ensure details of any reasonable adjustments are made in <u>school prospectus/website</u>. • Use of mobile ramp, disabled parking bays clearly indicated at front of school. 	LMB/RSD/Govs.		Improved communication to local community of reasonable adjustments on school site.
Clear signs for disabled toilet/Access	<ul style="list-style-type: none"> • Provision for out of school hours events. 	RSD→Caretakers		Improved information regarding access to all school users.

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<p><u>Classrooms</u> are optimally organised to promote the participation and independence of all pupils.</p> <p><u>Improving the delivery of written information at school.</u></p>	<p><u>Review</u> and <u>implement</u> a preferred layout of furniture/equipment to support the learning processes in individual class bases.</p> <ul style="list-style-type: none"> • Availability of written material in different formats. • Review current procedures for pupils with visual impairment. 	<p>Deputy head (ALR)/LMB</p> <p>SENCO review services available from LA</p> <p>SENCO/HUSS</p>	<p>Ongoing to allow reasonable adjustments as required.</p> <p>Current</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.</p> <p>Improved delivery of information to disabled pupils</p>

ACTION PLAN				
The recruitment, development and retention of disabled employees.				
What needs to be done?	How will it be achieved?	Who will do it? Lead Responsibility	What is the time scale?	What will success look like?
<u>All existing staff to feel confident to disclose any disabilities.</u>	Line managers, Performance Management process, staff meetings – provision of opportunity to make any reasonable adjustments.	SMT/whole staff	Ongoing	Raised awareness within staff of support systems available.
<u>Well being / Work-life balance:</u> promote success of initiatives/strategies staff have engaged.	<ul style="list-style-type: none"> Raise awareness at staff meetings/weekly briefings. 	SMT/RSD	Ongoing	More <u>regular</u> discussion of 'wellbeing' for staff to promote individual actions/adjustments. <ul style="list-style-type: none"> Reduction in stress related illnesses?

ACTION PLAN				
Working with outside agencies.				
What needs to be done?	How will it be achieved?	Who will do it? Lead Responsibility	What is the time scale?	What will success look like?
<ul style="list-style-type: none"> • Ensure up to date training for staff as appropriate. 	<ul style="list-style-type: none"> • CPD • Staff Inset • SENCO training/dissemination to staff 	SENCO→LMB→NFH(Deputy head for CPD)	Ongoing	Increased confidence/awareness of disability equality