

SUCCESS FOR EVERYONE: ACTION PLAN FOR DISABILITY EQUALITY SCHEME

Name of Setting: Bells Farm Primary School

Date Completed: Spring Term 2017

Name of person co-ordinating this Plan: Marie Knipe

1. SETTING INFORMATION

1.1 Vision and Values:

The Senior Leadership Team is committed to inclusion. We seek to enable all children to achieve their potential by breaking down barriers to learning.

Our Mission statement
we believe that every pupil in Bells Farm is entitled to:

- Be safe, secure and happy in a school environment which has their welfare, safety and education at the heart of everything it does;
- Grow and learn in a values – based community which fosters care, respect, and tolerance in all and for all members of the school community;
- The best possible opportunities to achieve against personal goals and national expectations;
- The highest quality teaching which allows them to enjoy and achieve the best in their learning;
- A broad and rich curriculum at every stage of their school life;
- Encouragement to develop as well-rounded individuals and independent learners for life, assessing and evaluating their learning as they work towards their goals.

Bells Farm Primary School:

**Enjoying our learning...
...aiming for excellence.**

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)

SCHOOL Current as of Spring term 2017

SEN – Enhanced support - 24

SEN – Additional support - 16

Undergoing statutory assessment – 1

EHC plans – 2

LAC - 0

With a CP plan - 0

EAL - 26

FSM – 93 (universal which includes R,Yr1 and Yr2 who are entitled to free lunches = 146)

ASD – 3

ADHD – 0

Physical (Hearing) – 1

Physical (sight) - 1

Asthma - 12

Staff members and Governors who identified a disability – 1

Support service staff – 1

Parents – To be confirmed. Details kept on admission forms in school office

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))

Questionnaires were sent to staff and governors in January 2017 and there were 28 replies. The priority

actions arising from this questionnaire were

- Possible push buttons on classroom doors for potential wheelchair users
- Clearer disabled parking bays
- Sensory room
- Ramps for all outside doors
- Wheelchair friendly toilets
- Path from car park to back door made one continuous path with ramp from car park
- Signage on glass front door to support visually impaired

The inclusion governor suggests:

Information at the front of the school to enable people to know who to contact once the office is closed. The Governor also suggested supporting the school with raising awareness of disabilities.

Outside agencies – have suggested continued training for staff on a range of things – such as Autism awareness and strategies to support. Training on social and emotional needs support, plus additional speech and language training. Any training will be for teachers and teaching assistants.

1.3 (b) Views of Parents:

(Priority Actions suggested by views of Parents)

Suggested actions from on-going parental questionnaires included: - Making sure people are not smoking at the front of the building and warning parents about unsafe parking near to entrances of the school.

1.3 (c) Views of Children and Young People:

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

A recent questionnaire suggested the majority of the children felt that the school was a safe place and that they would know who to go to if they were bullied.

Class discussions with pupils (from nursery to Year 6) indicate that children, on the whole, feel happy about their friendships, confident that they know who to go to if bullied and are confident that the school deals with bullying effectively. They also know who they would go and talk to about bullying. They felt that all children are included in special events and outings and there was a strong sense of belonging. The children felt listened to and that teachers helped them to solve problems and issues through the Peacemakers restorative justice programme in school. It was felt that we needed more books and information about disabilities and people to talk to them about this.

Priority Actions

- improve images of older people and people with disabilities
- invite speakers to assemblies to raise awareness of disability

1.4 Who contributed to this Plan?

(Please include nature of disabilities/impairments)

Pupils, including those with ASD, ADHD and special needs(learning)

Governors

Staff

Parents

Outside Agencies

2. AUDIT

Name of Setting: Bells Farm Primary School

Summary of Success For Everyone Audit:

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

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?
Whole staff training and staff development on meeting the needs of those with barriers to learning such as those with ASD and Social and Emotional barriers to learning	Standard 6	MK
To improve access, progress and participation for children with communication and interaction needs	Standard 2, 6 and 8	MK/SLT
To improve access, progress and participation for children with social, emotional, mental health needs	Standard 5,6 and8	MK/SLT/ELT
To increase pupil voice for pupils with SEN and other barriers to learning and to involve them in evaluating the support they receive and becoming involved in own target setting.	Standard 8	MK/SLT/TJ
Positive attitudes to diversity are promoted within school	Standard 5	SLT/ELT/MK
To continue to develop teaching strategies and share resources to support inclusive teaching and learning practice.	Standard 6	MK/SLT/ELT

3. ACTION PLAN FOR DISABILITY EQUALITY SCHEME including Accessibility Plan

Name of Setting: Bells Farm Primary School

DATE STARTED: Spring 2017

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?)		
Whole staff training and staff development on meeting the needs of those with barriers to learning such as those with ASD and Social and Emotional barriers to learning	C,E, I	Training to be identified to take place in Summer term 2017. Audit of ASD provision to take place Spring 2017. Lead practitioner training in ASD to be completed Summer 2017 and Emotional Well-being project completed Spring 2017 (emotional well-being champion identified in school)	AHT to liaise with outside agencies to arrange training. Additional training to be provided Emotional barriers by Forward Thinking Birmingham	Up to 5 staff meetings. Resources for key staff in school (Learning Mentor and AHT to deliver training and support)	Evaluate pupil progress tracking particularly for vulnerable pupils. RCAIDS and strengths and difficulties questionnaires to be completed with pupils with SEMH to evaluate impact Evaluation by staff after training. Follow up meetings/feedback sheets to be provided to staff and opportunities for 1:1 or phase group feedback Evaluation and discussion after training.	Spring 2017 onwards(training needs will be ongoing and reviewed regularly)
To improve access, progress and participation for children with communication and interaction needs	C,E, I	To ensure training of TAs in EYFS in delivering Wellcom screening. Screening of all Nursery and Reception children to take place each September. Interventions delivered for SAL	AHT to train and support TAs in delivery of screening and interventions AHT to liaise with Soundswell for assessment and advice and guidance. AHT to identify further	Wellcom screening pack Language for Learning resource to be bought and used alongside other resources in school	Pupil progress data from EYFS Data from screening to support on-going support Classroom observations Pupil feedback Parent feedback Staff confidence/feedback	On-going from Autumn term 2016

		plus on-going SALT support through Soundswell	training and support for SALT within school			
To improve access, progress and participation for children with social, emotional, mental health needs	C,E, I	Training for key staff and election of SEMH champion within school. Training to be cascaded to all staff plus specific staff meetings on emotional resilience and identifying mental health issues in children. On-going support from Forward Thinking Birmingham	AHT and learning mentor to attend six weeks training around emotional and mental well-being support. Case study support and individual case work with identified children Learning mentor to assess groups using identified progress trackers	Resources from training provided On-line links and assessment and feedback assessments	Progress and feedback from assessment materials Pupil Voice Teacher feedback from pupil progress meetings and on-going progress reports for identified children Staff confidence feedback	On-going from Spring term 2017
Increase awareness of diversity and encourage positive attitudes towards this throughout the school	C,E, I	Use of visitors to discuss disability through assemblies or themed days. Links to local special schools. Images of diversity displayed in school.	AHT/SLT	Cost of outside visitors Additional resource costs – books Training for AHT and staff meetings following this.	All staff and pupils will be able to discuss and talk about diversity and disabilities in a positive way. Pupils will have increased awareness of differing needs of others and are able to talk confidently about diversity	Spring 2017 – June 2018

		Disability and diversity books displayed AHT to take part in support programme around equality, homophobic, transphobic and biphobic bullying				
<p>To continue to improve the physical environment to make it more accessible</p> <p>To try to ensure white/yellow marking for different surface areas and for doors for visual impaired children and adults</p> <p>To try to ensure that all outside doors have ramps where possible for any future wheelchair users.</p> <p>To ensure disabled parking space identified in car par</p>	E	<p>Consult with Building site supervisor/HT/finance officer</p> <p>Consult with Building site supervisor/HT/finance officer</p>	Inclusion manager/SLT/finance manager/building site supervisor to meet to discuss priorities and ways forward	<p>Audit areas/health and safety walk information</p> <p>Costings needed on materials for doors and painting for car parks</p>	Children, staff and visitors with additional needs are able to access the site	Ongoing
<p>To increase pupil voice for pupils with SEN and other barriers to learning and to involve them in evaluating the support they receive and becoming involved in own target setting.</p>	C,E, I	<p>Consultation with outside agencies Attendance at consortium meetings and liaising with other schools (AHT) revising current practice and use of materials – audit pupil voice for SEN Look at school council members and inclusion of SEN on the council</p>	<p>AHT to consult outside agencies and other schools AHT to research best practice models. Staff to be involved through the review process in school</p>	<p>AHT to gather resources around this – discussions and access to resources from other settings to be explored.</p>	<p>Pupils views are fully embedded in the review process and impact on provision within the school</p> <p>Pupil voice is used to assess the effectiveness of interventions and strategies</p>	From Spring term 2017

To continue to develop teaching strategies and share resources to support inclusive teaching and learning practice.	C,E, I	Staff training and support – additional support through use of outside agencies such as FTB/C.O.Bs/CAT Learning walks for SEN plus lesson observations to support process and provide feedback	AHT to continue to add resources to staff common and to update SEN board in staff room	Update staff room board and ensure staff aware of resources in SEN folder Arrange drop in sessions for staff with various O.As	Staff are confident in dealing and supporting all children with additional needs and understand or are aware of a range of strategies that can be used. Lesson observations demonstrate greater level of support for those with additional needs	On- going
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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

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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

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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. 	√