



DISABILITY EQUALITY ACTION PLAN

Core Duty	Possible actions	Outcomes	Who?	When?
Monitor the impact of policy and practice on disabled people by gathering and using information on: <ul style="list-style-type: none"> • Staff recruitment • Staff development • Staff retention • Educational opportunities available to disabled pupils 	Governors to receive regular report from the headteacher at SIC and Resource committees.	Governors are aware of the impact of the policy on disabled people	HT and Governors	Ongoing
Publish annually the results of monitoring data and actions taken towards achievement of the overall objectives and priorities	Governors to report to parents in In Touch the outcomes of monitoring related to disabled people.	Parents and the local community will be informed of the efforts of the GB to promote equality and diversity and will be aware of the actions in place.	Governors	Annual
Annual report from SENCO highlights the overlap between DDA and SEN.	Governors are aware of the number of pupils on the SEN register for whom their SEND would be recognised as well under the DDA SENCO to report on any special modifications needed to be made to provision or the curriculum to meet these needs.	Governors are aware of the cross over between SEND and the DDA and have taken account of these needs and actioned them as recommended or appropriate.	Governors SENCO	Annually
Using the results of the parent/pupil/staff questionnaires – identify actions which need to be	Governors to consider the following modifications in the light of the outcomes of the survey: <ul style="list-style-type: none"> • Increased access to disabled pupils in the 	Governors are aware of the modifications that	Governors and headteacher	Annually and ongoing.

undertaken to ensure that disabled people enjoy learning and working with the same degree of dignity and choice as their no disabled peers.	<p>school curriculum</p> <ul style="list-style-type: none"> • Teaching and learning • Classroom organisation • Deployment of learning support • staff training • curriculum delivery 	need to be undertaken and have reviewed progress towards completion and monitored the effectiveness of any changes made.		
Using the results of the parent/pupil/staff questionnaires – identify actions which need to be undertaken to ensure that disabled people enjoy learning and working with the same degree of dignity and choice as their no disabled peers.	<p>Governors to consider the following modifications in the light of the outcomes of the survey:</p> <ul style="list-style-type: none"> • Improved access to the physical environment • Signage • Floorings • Room layouts 	Governors are aware of the modifications that need to be undertaken and have reviewed progress towards completion and monitored the effectiveness of any changes made.	Governors and headteacher	Annually and ongoing.
Using the results of the parent/pupil/staff questionnaires – identify actions which need to be undertaken to ensure that disabled people enjoy learning and working with the same degree of dignity and choice as their no disabled peers.	<p>Governors to consider the following modifications in the light of the outcomes of the survey:</p> <ul style="list-style-type: none"> • Improved accessibility of written materials • Information available in alternative formats such as large print or easy read. 	Governors are aware of the modifications that need to be undertaken and have reviewed progress towards completion and monitored the effectiveness of any changes made.	Governors and headteacher	Annually and ongoing.
Ensure that the children encounter a wide and varied range of positive images of disabled people.	<p>Governors to monitor the following:</p> <p>Worship PSHE Library books Displays etc. Pupil interviews Staff interviews</p>	Pupils have positive views about disabled people and not only learn about them but from them.	Governors and headteacher	triennially.