



Have faith... believe you can

Disability Equality Action Plan 2009 – 2013

Action	How	Resources	Expected outcomes	Evidence	Lead responsibility
To develop and encourage sensitive data collection of disabled students and their parents and carers so the duty can be addressed more effectively	Transition forms Application forms Discussion during initial HOY/ tutor interviews About arrangements for Home /school information	Forms Training	To be confident that the school has the updated information necessary to further promote disability equality	Transition form Application form Tutor interview	Senco HOY
To encourage appointees (who have not done so at the recruitment stage) to indicate at induction whether they consider themselves disabled	Post-appointment discussion with Induction mentor DES info part of Induction process with other policies	Non-contact time Mentoring pack	To encourage disclosures regarding disabilities and make reasonable adjustments where necessary	Induction Pack and guidance	SLT Bursar
To continue to monitor the reasons for rejection of disabled applicants	Promote equality of opportunity by considering all the applications for all posts	Discussion during selection with Head teacher	100% compliance Confirmation that the DDA has been adhered to	100% compliance	Head teacher
To work to support compliance with the following provisions of the 'Disability Symbol' scheme: To interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities	Included in Model Policy for the Recruitment and Selection of Staff.	Policy for the Recruitment and Selection of Staff	100% compliance Confirmation that the DDA has been adhered to	100% compliance	Head teacher
To ensure that at least once a year disabled employees are offered the opportunity of a meeting with their line manager to discuss needs for adjustments and their development	Addition to PM form	PM - cycle of meetings	100% compliance Confirmation that the DDA has been adhered to	100% compliance PM form	HT
To make every effort when employees become disabled, to ensure they stay in employment	Discussing and taking steps to meet disabled people's needs even if this requires favourable treatment Seek advice from Occupational Health	Return to Work meeting Performance management meeting	100% compliance Confirmation that the DDA has been adhered to	100% compliance Return to Work forms Referrals to OH	Head teacher

Action	How	Monitoring / Resources	Expected outcomes	Evidence	Lead responsibility
To ensure that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed	If any staff member or governor breaches this policy, the matter will be addressed under the school's disciplinary procedures. Any student breach will be dealt with under the terms of the behaviour policy. The behaviour of any parent/carer or visitor which breaches the policy will be challenged.	Time -investigating and resolving individual incidents	To have no incidents and to eliminate harassment	Procedures and report following any incidents	Head teacher
To ensure that disabled students are supported to achieve through the provision of appropriate support	Use the DDA definition of disability to identify individuals SEND Provision Mapping Individual Education Plans Accessibility Plan	SEN Policy SEN Code of Practice Teaching assistants Exams officer time	Raise awareness of DES with all parents and students Encourage sensitive data collection so duty can be addressed more effectively	SEND Provision Map Identification of Disabled students	Senco
To gather and monitor data on disabled students and their attainment levels	Transition forms HOY interview - midyear applicants Induction assessments/NC levels	Inclusion Register Medical register Data from SIMs/PARS	Assessment data shows disabled students achieving to ability or higher	Data analysis for meetings	Senco
To ensure that disabled students can access the facilities and support they require	Monitoring through the Accessibility Plan SEND Provision map Monitoring at Academic Tutoring and Annual Reviews Student observations	Time for observations Arrangements for AT and Annual reviews Evaluation of Accessibility Plan	Assessment data shows disabled students achieving to ability or higher	Accessibility Plan SEND Provision map	Senco Bursar

Action	How	Resources	Expected outcomes	Evidence	Lead responsibility
To liaise with Physical and Sensory Services to seek advice regarding physical disability and inclusion in PE lessons	Organise meeting/training that includes students and their parents	Lesson Cover Time to plan and implement	Further inclusion for disabled students	Observation of PE lessons show inclusion of disabled students	Senco
To ensure that disabled students are not victims of bullying or harassment	Whole school Awareness of vulnerable students Catholic Ethos Pastoral Structure Peer Mentors support	PARS Restorative Justice meetings Teacher's Pack SEN Register	Reduction of Restorative Justice meetings for disabled students Reduction in bullying reports for disabled students	Any incidents where disabled students are victims to be investigated by HOY	HOY
To ensure that positive attitudes towards disabled people are promoted	PSHE/CITIZENSHIP Assemblies Catholic Ethos Restorative Justice approach Pastoral Structure Tutor time Peer Mentors	Schemes of Work - PSHE Restorative Justice meetings Whole school commitment	No incidents/observations of any negative attitudes	No incidents reported	HOY
To ensure that disabled students' voices are heard	To ask the student's view when reviewing targets at Academic Tutoring Opportunities to be involved in STARS	AT meetings Restorative justice approach -	Disabled students represented in community on STARS/as peer mentors etc	Feedback from AT/STARS informing DES Action Plan SEND Provision map	HOY

Action	How	Resources	Expected outcomes	Evidence	Lead responsibility
To ensure that disabled students have access to appropriate progression routes at 14, 16 and 18	Pathways discussed with all students and parents To monitor the transition with Connexions and relevant agencies for student with a statement of SEN Moving On Plans in place for all students with a Statement of SEND	Senco & Hoy -meeting to discuss Option Forms Arranging interviews with Connexions Arranging Transition Reviews for students with a statement of SEND	Assessment data shows disabled students achieving to ability or higher Ongoing consideration of individual students when pathways are decided	Feedback that all disabled students are happy with their KS options	Senco HOY
To ensure that disabled parents are supported to access information about their child's progress at school	Discussion during initial HOY/ tutor interviews about arrangements for Home /school information To follow up non-attendance for disabled/SEN students	Arrangements for AT meetings	All disabled parents agree that home / school communication is at least good Positive feedback during AT meetings	Arrangements regarding Home / School communication on SIMS	Data Manager
To ensure that the needs of disabled governors are met and that disabled members of the community are encouraged to participate on school bodies	Open invitation Discussion during appointment process	Appointment process	100% compliance	Reasonable adjustments made	HT Chair of Govs
To ensure that disabled students can participate in extra-curricular activities eg school trips	Trip Risk Assessments ensuring that 'reasonable adjustments' are made in the arrangements for extra-curricular activities even if this requires more favourable treatment Accessibility Plan	Trip Planning and Risk Assessment procedures	Risk assessments show 'reasonable adjustments' where necessary that enable disabled students to participate in extra-curricular activities	Risk assessments show 'reasonable adjustments'	Assistant Head
Action	How	Resources	Expected outcomes	Evidence	Lead responsibility

<p>To assess the impact of our current policies and practices on disability equality during the planned cycle of reviews</p>	<p>DES to stand as an appendix to all policies Incorporate into planned reviews of current policies over the three year period</p>	<p>Time to review, discuss and revise policies</p>	<p>Policies reflect the involvement and information held about our disabled students, parents, carers and staff and that this is used to further promote disability equality</p>	<p>Reviewed policies and new policies reflect the impact of the Disability Equality Scheme</p> <p>Leadership Team</p>
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This Action Plan implements the Disability Equality Scheme at St. John the Baptist School.