

St Joseph's Catholic Primary School
DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN
and Equality objectives 2023-27

	Targets	Strategies	Outcome	Timeframe
Short Term	Improve access to the curriculum by providing resources which are accessible to all children	• Audit whole school resources- SENCo/subject co-ordinators • Provide resources suitable for all uses in the school community • Further SEN resources ordered • Additional TA support/Thrive • Clicker 8 training	All children will be able to access the curriculum by using appropriate resources for their needs	January 2024 July 2024
	To improve access to information for parents	Improve the variety of ways in which information is shared with stakeholders SEnCo – meetings with parents, plus attending parents' evenings	Information sharing which matches the needs of St Joseph's parents	
	Monitor policy for pupils with medical needs in line with legislation to support the inclusion and well-being of pupils with medical needs	Monitor systems in school for storage/administration of medicine including drawing up health management plans with medical professionals	Pupils with medical needs have reduced absence and health better managed in school School has good understanding of medical needs and complications that may arise and need to be taken into consideration	Summer 2024
Medium Term	Staff trained to understand and provide for range of special needs and disabilities including ASD attachment disorder and EAL	• Audit of children's needs against definition • Staff training as required based on findings • support from external professionals and agencies • Further Autism Awareness training - EAL training	Staff informed about range of needs and disabilities as defined by SEND code and Equality Act and able to provide for these in conjunction with external agencies and professionals	Sept 2023- Sept 2025

	To ensure all governors are aware of their requirements related to legislation concerned with public sector equality duty	• Governor training • Monitoring of Equality Policy and objectives	All governors to be aware of theirs and the schools responsibilities in relation to current legislation re Public sector Equality duty	Summer 2025
	Research resources/interventions which would enable us to meet the needs of the school community	• Liaise with outside agencies/disability advisors • Visit other schools to see available resources/interventions	School will be aware of resources/interventions to inform provision for all needs within the school community	January 2024- January 2025
Long term	Improve staff knowledge of technology and practise developed to assist the disabled	• Audit staff needs • Identify appropriate training to meet needs	Staff will have increased knowledge re supporting the disabled	January 2024- Sept 2026
	To plan for the needs of pupils and families with sensory or physical impairment	To discuss physical access needs and changes which may be required with LA services including: - disabled access to all areas of the school -Hearing loops at reception and in hall and in all other possible areas - bells/sirens that are sensitive to needs of pupils with autism/hearing impaired - school signs which are accessible to all uses	Building meets needs of pupils and families with sensory or physical impairment Pupils and families able to access all areas of building easily and safely	January 2024- Sept 2027

Equality objectives 2023-2027

Targets	Strategies	Anticipated outcomes	Person responsible	Monitoring outcomes
To ensure attainment and progress of different pupil groups is comparable	Monitor attainment data by group and by class Provide intervention support where appropriate to address any gaps Provide training for staff to address any discrepancies	Pupils of all groups achieve and attain comparably Staff aware of strategies to address specific needs	SMT All staff	Further SEN resources provided. Additional TA support Trauma informed training
To work with SEN services and Outside agencies to secure funding and provision for pupils with a learning or physical disability so that they can access the curriculum	SENCO to work with external agencies and parents to gain a full picture of needs, identify priorities and targets and apply for funding	Pupils receive adequate support and provision to access the curriculum	SENCO	- Funding applied for for specific pupils - EHCP's requested
To increase attendance and minimise impact of absence, due to health or other factors, on educational outcomes	To use EWO, Early Help Team and other relevant agencies to work with and support families to increase attendance; if there is a medical problem to ensure pupils attend school as often as their condition allows, while catching up when pupil is off school.	Attendance improved Child's educational and any health needs supported Good working relationships established with parent	EWO/School administrator Headteacher Early Help Team	
To increase access to school life and the curriculum for parents and pupils where English is not the first language so ensuring pupils with EAL go on to achieve at least the expected level by the end of KS2	Staff to be made aware of needs of stakeholders Disseminate information to staff Parents used to support translation needs Translators booked if required for meetings School uses internet to identify supporting resources e.g. stories in home language translation EAL book library Training for staff on EAL	Pupils acquire English rapidly and hence access curriculum leading to good or better attainment and progress Pupils develop mother tongue skills as well as English Pupils able to develop social relationships and communicate their needs and wants Parent involved in child's education	Teachers Headteacher	Liaison with parents of pupils with EAL. Involvement of outside agencies. .
To anticipate the needs of incoming pupils in reception	To contact parents and pre-school settings to gather information	Pupils make smooth transition to school and begin learning	Reception Teacher/SENCo	Yr R – Class teacher and TA – home visits and

	To liaise with external agencies where required To undertake baseline audit of needs	promptly Good home-school links fostered	/Staff/Early Help Team/Outside agencies	nursery visits prior to admission.
To ensure transition information is shared fully to enable pupils to receive appropriate support	To ensure transition sheets are accurate To plan time for staff to share information To ensure SIMs updated with key information To encourage a sharing culture	Staff aware of pupil needs and able to address these	SMT/Yr 6 Teacher/SENCo All staff	SENCo and Yr 6 staff liaison with high schools prior to transfer.
To ensure pupils in receipt of Free School Meals or who are looked after are able to access the full range of extra-curricular opportunities	To provide a screening for parents to assess FSM eligibility on entry to school To use Pupil Premium funding to provide additional opportunities Monitor take-up and target particular children to participate	Increased take up of extra-curricular opportunities by FSM/LAC pupils Progress of pupils with FSM/pupil premium matches or exceeds that of other pupils	Office SMT All staff	Pupil Premium pupils/LAC offered: • Free school uniform • Book bag • After school clubs
To update policies to reflect the school's commitment to the promotion of British Values	Share British values information and expectations with staff Map into policies and curriculum Share with pupils and parents Promote through school curriculum Deliver focus activities and citizenship themes which focus on different values Develop a curriculum, values and ethos statement	Pupils aware of and committed to living out British values Curriculum provides opportunities to develop knowledge and understanding of aspects of British life and values Curriculum, values and ethos statement published on website	SMT Governors All staff	
To ensure the school curriculum promotes the values of equality and provides positive images of people with different backgrounds and conditions	Ensure items purchased support this objective Evaluate curriculum against this objective Monitor provision and planning	Resources in school and curriculum, enrichment opportunities and assemblies reflect ethnic, cultural and religious diversity of the local community Staff actively promoting these values and this ethos Pupils actively contribute to the implementation of these values in school	SMT All staff	

To implement SEN code of practice	SENCO, SMT and other staff trained on code and implications To publish local offer on school website Share with staff, parents and governors	Code implemented Staff and parents aware of content and implications Website meets statutory requirements Parents, pupils, staff and governors involved in review of procedures and provision	SENCO SMT All staff	Completed.
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