

Disability Equality Scheme 2016- 2018

Education Services

Policy Control/Monitoring

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<p>Associated Policies: (insert hyperlinks)</p> <p>Associated National Guidance</p>	<p>SEND Policy PHSCE Race Equality Policy Equality & Diversity (HR) Children & Families Act 2014 DfE guidance 'supporting pupils at school with medical conditions' Access Plans Admission Policy Reasonable adjustments for disabled pupils</p>
<p>Document status</p>	<p>This document is controlled electronically and shall be deemed an uncontrolled document if printed. The document can only be classed as 'Live' on the date of print. Please refer to the staff login section of the internet for the most up to date version.</p>

Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

As part of its development this document and its impact on equality has been analysed and no detriment identified.

Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body
1.0	12/5/16	L Watson	DoE	

Roles & Responsibilities

The following roles will have specific areas of responsibility for this policy: - **(add/delete as appropriate)**

Role	Responsibility
Chief Executive	Overall responsibility
Director of Human Resources Department	Augment with HR processes
Head of Service/Head of department	Implementation
Training Development Officer	-
Quality Manager	-
Health and Safety Manager	-
Lead Nurse	DfE guidance implementation of 'Supporting Children with Disabilities in Schools'

Monitoring & Review

Overall responsibility for the operation of the procedure lies with Heads of Education. The effectiveness of the procedure will be formally reviewed and monitored as a minimum on an annual basis to ensure that it continues to meet the requirements of The Foundation, the specific service area and that it reflects best practice and statutory legislation as appropriate.

The below table outlines the monitoring and compliance requirements of the procedure:

Element Monitored	Lead Person	Tool	Frequency	Reporting Arrangement	Lead Person - Act on Recommendation	Lead Person – Dissemination of Lessons Learned
Policy Review	LW	Review	Annually	Exec Team and Core Education Executive Team	Director of Education	Heads of Service

Disability Equality Scheme 2016-2018

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1. Ethos, Vision and Values

1.1 Introduction

This policy has been developed to take into consideration our ethos and local and national policy and guidance.

This scheme describes our commitment to disability equality. We firmly believe in equality of opportunity for all and are committed to playing our part in removing barriers actively promoting equality in everything we do.

Under Part 4 of the Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001 and the Equality Act 2010 (EqA)) the Governing Bodies, since 2002, have had three key duties towards pupils with disabilities, including prospective pupils. The key duties towards disabled pupils under Part 4 of the DDA are:

- not to treat disabled pupils or prospective pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to strategically plan to increase access to education for disabled pupils

This scheme sets out the proposals of the Governing Body of our education provisions to plan to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of our provision to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

The accessibility plan will be resourced, implemented, reviewed and revised as necessary and reported on annually.

1.2 Main Priorities

1.3 Increasing the extent to which disabled pupils can participate in the curriculum

- To create personalised approaches to meet the needs of any student with a disability
- To ensure access to the building
- To make arrangements for disabled students re educational visits
- To ensure staff are available to support learning for disabled students
- To ensure Examination Officers support student needs during internal/external examinations
- To ensure staff provide appropriate support to students who have major disabilities

1.4 Improving the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services

- To act on the advice of experienced staff to assist with specialist equipment and adaption to buildings
- To make specialist equipment available for pupils/staff with sensory difficulties resulting from their medical condition
- To ensure there is accessibility for disabled visitors

1.5 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

- To use high quality ICT facilities to improve delivery
- Utilise expert staff on access to the curriculum, buildings
- Individual plans detail pupils' access arrangements

Annex 1

Attached is an action plan showing how we will address the priorities identified.

1.6 Public Sector Equality Act (2010)

The Equality Act 2010 (EqA) brought in a duty on all public authorities to promote disability equality. The Disability Equality Duty includes two main elements (within the context of the Children & Families Act 2014 education is to the age of 25):

- A general duty
- A specific duty

The general duty requires The Percy Hedley Foundation when carrying out our functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995 (as amended)
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment
- publish equality information annually

The duty applies to disabled pupils, staff and disabled parents, carers and other users of the education services.

In addition to the general duty, regulations made under Part 5A of the DDA 2005 set out a specific duties in which we have to:

- prepare and publish a disability equality scheme
- involve disabled people in the development of a scheme
- implement the scheme
- report on the scheme
- publish equality objectives every four years

1.7 The Definition of “Disability”

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. The Disability Discrimination Amendment Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

1.8 The Purpose and Direction of the Scheme

We are fully committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from us. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully. Our admissions policy does not discriminate against disabled pupils. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

We subscribe to the “social model” of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

This Scheme and accompanying action plan sets out the steps the governing body will take to meet the general duty and steps that will result in improved outcomes for disabled pupils, parents and staff in all aspects of school/college life and promote equality of opportunity for disabled people.

It is the responsibility of the whole education community to implement this scheme and plan in a manner, which promotes the inclusive ethos of our education provisions.

2. The involvement of disabled pupils, staff and parents in developing the scheme

2.1 Involving disabled people

The involvement of disabled people is a statutory requirement of the duty. The DDA 2005 sets out clear requirements for involving disabled people in the development of our scheme and in determining our priorities and actions for the next three years.

The Percy Hedley Foundation recognises the importance of involving disabled people in the production of our Scheme. We believe involving disabled people in the development brings real benefits in terms of providing insights into barriers faced by disabled people, expertise in identifying ways to overcome barriers and improved working relationships between services, disabled pupils, staff and parents. We have involved disabled people throughout the development of this scheme in a number of ways, which we set out below.

2.2 The views of disabled pupils

We seek pupils' views as part of our stakeholder analysis, curriculum and general wellbeing work.

2.3 The key issues identified by our pupils were:

- Tiredness
- Keeping up with class notes
- Feeling inadequate
- Need for more time to complete work
- More support to understand tasks set
- IT to support output

2.4 The views of disabled staff

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. This was done in a staff survey/questionnaire.

2.5 The key issues identified by our staff were:

- Reasonable adjustments in terms of timetable, location of areas of work
- Availability of ICT and new technologies

2.6 The views of disabled parents/carers

We have given all parents a questionnaire to identify any barriers and how we can improve the way we meet their needs. This is done every two years. We give parents an opportunity to raise issues in feedback completed at parents' meetings

2.7 The key issues identified by our disabled parents were:

- Being able to access information and newsletters
- Being able to access parents' meetings and other events

2.8 The views of disabled members of the local community

We have given a questionnaire to groups, which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments.

2.9 The key issues identified by members of the local community were:

- Easy access to personalised care facilities

In the longer term, disabled pupils, staff, parents and members of the community will be involved in the following ways:

- a small working group of disabled pupils, staff and parents will be involved in the review of all policies and procedures and the establishment of all new policies and procedures
- parental surveys give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability
- pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability
- disabled staff have regular meetings with their line manager as part of performance management to discuss how the Foundation can best enable them to work
- children and young people with disabilities have regular meetings with their staff to identify any perceived difficulties and/or barriers

We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

3. Information Gathering

3.1 The gathering of information

The Percy Hedley Foundation acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services, which is crucial to setting our priorities and monitoring outcomes and reflects the DDA definition of disability.

The Percy Hedley Foundation identifies disabled pupils and staff through i.e. self-declaration, recruitment and selection procedures and admission forms. Disabled parents, governors and other service users are identified through self-declaration.

The primary reason for knowing who is disabled is to ensure that appropriate adjustments are made. We explain to parents, staff, governors, community users and pupils why the information about disability is required. The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils

The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of disabled users in community activities.

The information on staff will be analysed in respect of the representation of disabled people:

- in all aspects of the work of the Foundation, for example: teaching, teaching support, administrative support;
- at all levels of seniority in the Foundation;
- amongst those awarded Teaching and Learning Responsibility Payments;
- as permanent or temporary members of staff, full- or part-time or casual staff;
- in training and professional development opportunities;
- in disciplinary and capability proceedings;
- in harassment and bullying procedures;
- as contract staff, for example: contract cleaners and agency supply staff;
- among those who take sick leave;
- among trainee teachers on placement at the Foundation; and
- among those leaving the profession early.

The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- attract a wider field for recruitment, including disabled people
- retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people
- develop in-house expertise about what disabled staff and/or pupils may require
- provide role models for children and young people
- bring different life experiences and new skills to our services and

- help foster good relations with all employees by showing that everyone is valued and treated fairly

Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for disabled learners to take positions of responsibility
- satisfaction and enjoyment levels across a range of activities
- aspirations and ambitions for the future
- successful transition into the next stages of education, training or employment
- access to trips
- involvement in after clubs and activities
- access to work experience placements
- take up of careers advice
- attainment and achievement of disabled learners
- exclusion rates of disabled learners
- admissions of disabled learners – all pupils/young adults have statements of EHC plans. These inform on any arrangements needed on admission.

Information collected about disabled parents/carers will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day-to-day communication within our services. It is our aim to:

- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them
- ensure disabled parents are encouraged to meet with staff to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents' evening. Where attendance is not possible because of a disability, make alternative arrangements
- give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements
- give disabled parents who notify of preferential parking rights
- ensure the needs of young carers are met

Information collected about disabled governors will contribute towards the understanding of how policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- the accessibility of governors activities

Information collected about disabled users of the premises will contribute towards the understanding of how policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- encourage community groups to ensure their activities are accessible
- give due regard to disabled community users when revising policies and procedures

4. Impact Assessment

4.1 Disability equality impact assessment

Disability equality impact assessment is the process of assessing the impact of our existing or proposed policies and practices in relation to their consequences for disability equality. At the Percy Hedley Foundation we recognise that all our policies may have an impact on the participation and outcomes for disabled pupils, parents, staff and members of the local community. We will ensure our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

In order to assess the impact of our current policies, procedures and practices on disability equality we will bring together the issues identified through involvement, consultation and the information that we have collected. This will help determine where we need to set priorities and what changes are needed to improve equality of opportunity. Our planned approach to impact assessment will become part of the review and development process for all policies.

Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from disabled pupils, staff and members of the community about the impact of a policy or procedure.

As a first step towards assessing the impact of policies on disabled people, the policies of the provisions will be screened to identify their level of relevance, proportionality and potentially their impact on disabled people. Policies with a high relevance will take priority for review. We will prioritise which existing policies should be assessed first. The requirement to involve disabled people in the Scheme's development should ensure that they are also fully involved in the process of prioritisation. A schedule detailing which policies will be reviewed over the duration of this scheme is included as **Appendix A**.

There is a requirement to assess all procedures and practices. As a first step towards assessing the impact of practices (these being unwritten procedures and everyday activities) on disabled people, the practices of the Foundation will be identified and prioritised by relevance. We will carry out this by all staff and pupils recording current practices over one day, as part of disability awareness and these will be analysed for potential impact. All of our procedures and practices with a high relevance will be take priority for assessment as detailed in **Appendix B**. All of our procedures and practices will be assessed over the next three years.

Our disability equality action plan sets out the activities we will undertake over the next three years in order to meet our general and specific duties. All key issues identified arising from our impact assessments will be prioritised and included in the Action Plan **Appendix C**.

All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. This will be facilitated by the Governing Body and Senior Leadership Team involving disabled pupils and staff.

Following our impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for all disabled people.

5. Making it Happen

We have produced a disability equality action plan to ensure that we fulfil our general and specific duties under the Public Sector Equality Duty.

Our existing accessibility plan outlines the steps we are taking to improve:

- curriculum access.
- physical access via phased redevelopment of the academy via phase's redevelopment of the school site.
- provision of information to disabled pupils.
- reasonable adjustments.

We have now incorporated this plan into our overall Disability Equality Scheme action plan.

OR

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in our Disability Equality Scheme.

The Governing Body will be responsible and oversee the implementation of the scheme's Action Plan. The Governors review the plan and policy annually.

6. Publication

6.1 Getting hold of the scheme

The Scheme is available in the following ways:

the Scheme is available on the school/college website

- a copy is available on request from the Office or alternatively we can email you a copy
- the Scheme is available in different formats. If you would like a copy of this document in an alternative format such as Braille, Large Print, Audio Tape, Easy to Read or in a different language please contact the Office on: 0191 2665491.

7. Reporting

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- information gathered during the year
- how that information was used
- action points completed during the year and those that are ongoing.

We will ensure that disabled people will be involved in the process.

The annual report will be made available.

8. Review and Revision of the Scheme

As part of our review of the scheme, we will revisit the information that was used to identify the priorities for the scheme and re-examine the information to see if actions that the education services has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the provision sets new priorities and new action plan for the next scheme. This process will again:

- involve disabled pupils, staff and parents and members of the community
- be based on information that education services have gathered

Our scheme will be reviewed and revised after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to the issues identified through our impact assessment and included in our annual reports.

Potential impact on disabled people and current policies				
Policy	(Please tick)			Proposed term for review
	High	Medium	Low	
SEND Policy	✓			Reviewed annually (Autumn term)
Recruitment & Selection Code of Practice	✓			Reviewed Spring Term 2018
Gender Equality Scheme	✓			Reviewed annually (Autumn term)
Admissions Policy	✓			Reviewed annually (Autumn term)
Rewards and Sanctions Policy		✓		Reviewed annually (Autumn term)
Performance Management Policy		✓		Reviewed annually (Autumn term)
PSHE Policy		✓		To be reviewed and approved Summer 2018

Potential impact on disabled people regarding procedures and practices				
Procedure or Practice	(Please tick)			Proposed term for review
	High	Medium	Low	
Teaching approaches	✓			Spring 2017
Classroom routines	✓			Spring 2017
Playtime routines		✓		Summer 2017 Bi-annual
Homework		✓		Summer 2017 Annually
Communication with staff		✓		Annually
Communication with parents		✓		Summer 2017 Annually
Recruitment practices	✓			Spring 2017 Annually
Trips and visits	✓			Spring 2017 Annually

Percy Hedley Education Services – Disability Equality & Accessibility Action Plan

Target	Actions	Responsibility	Timescale	Resources	Measurable impact	Arrangements for Monitoring and Evaluation
Improving Access to the Curriculum						
To ensure disabled pupils can participate in the curriculum	Curriculum Lead to consider possible timetable changes to meet the specific needs of any pupil with a disability on an individual basis to ensure access to entrance/ exits of each building.	Reviews by SLT		Budget allocated as necessary	Members of staff have specific experience and expertise in supporting pupils with medical needs and /or disabilities incl trained nurses. SSAs may on occasion support pupils with disabilities on a one to one basis.	Review annually
	SLT has regard of the specific arrangements for particular pupils eg. access, field trips, educational visits.	SLT	2016 – 2018	“	Continued planned refurbishing of building to improve access for the whole community	
	Staff to be available to support all pupils on arrival and departure		2016 – 2018	“	Incidents before and after school minimal. Pupils report they can access school/learning	
	SLT to link with Examinations Officers, regarding support for pupils with SEND during internal and external examinations.		2016 – 2018	“	No difficulties accessing examinations reported.	
	SSAs to work with pupils who have major disabilities		2016 – 2018	“	Timetabled support for those who need it Progress and achievement	

Target	Actions	Responsibility	Timescale	Resources	Measurable impact	Arrangements for Monitoring and Evaluation
	which may require one to one support				at a level commensurate to ability	
	SLT ensure there are Individual Plans for all pupils with medical / access issues.		2016 – 2018	“	Individual care plans and timetabled support for those who need this	

Target	Actions	Responsibility	Timescale	Resources	Measurable impact	Arrangements for Monitoring and Evaluation
Improvements to the Physical Environment						
To improve the physical environment of the service for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by education services	To act on the advice of Occupational Therapy / SALTS/Physiotherapy etc to assist with specialist equipment and adaptation to buildings etc.	SLT	2016 – 2018	Part of capital expenditure budgets	Achievement data	Review annually
	To make specialist equipment available for pupils/staff with sensory difficulties resulting from their medical condition eg. magnifiers, large monitors	SLT	2016 – 2018	Budget allocation available	Equipment improves access and outcomes	
	To continue ensuring there is accessibility for disabled visitors eg. ramping, improved signposting.	SLT	2016 – 2018	Allocated budget	Further improvements needed and plans will be reviewed 2017	

Target	Actions	Responsibility	Timescale	Resources	Measurable impact	Arrangements for Monitoring and Evaluation
Improving Information for Disabled pupils/staff						
To improve the delivery to disabled pupils of information which is already provided, in writing to pupils who are not disabled	To use high quality ICT facilities to improve delivery eg. the use of interactive whiteboards, increased use of website	ICT Leads/ SALTs	2016 – 2018	Budget allocated	Network computers to support disabled pupils via the use of ICT. A variety of materials are available on the intranet and more will be added 2015-18	Review annually
To ensure all staff have ICT and new technologies available	To ensure all staff have laptops To ensure classrooms have interactive systems To ensure disabled staff have specialist support				All staff are able to access PHF IT from home (assuming they have internet connection) Equipment in place	Review annually
To ensure all staff and pupils who require this have IT software relevant to needs.					All staff have laptops Pupils access the curriculum and achieve well.	Review annually

Target	Actions	Responsibility	Timescale	Resources	Measurable impact	Arrangements for Monitoring and Evaluation
Disability Equality Scheme						
<p>To promote equality of opportunity, cultural understanding and awareness.</p> <p>To support community cohesion.</p> <p>To increase pupils awareness of societies diversity.</p> <p>To evaluate trends in achievement to ensure all pupils make progress commensurate to ability.</p>	<p>To set suitable learning challenges in lessons.</p> <p>To respond to the diverse needs pupils bring to learning through differentiation.</p> <p>To overcome potential barriers to learning by accessing the support needed.</p> <p>Teach values and ensure pupils have opportunities to generalise these within the community.</p> <p>Monitor the quality of T and L within the context of equality and diversity.</p>	Teachers/ Therapists/SSAs SLT.	2016 – 2018	<p>Schemes of work</p> <p>Photocopied notes/spelling sheets</p> <p>Voice recorders</p> <p>IT</p> <p>Curriculum planning</p> <p>Therapy support</p> <p>Staff support</p>	<p>Individual pupils can make progress</p> <p>Learning needs are addressed</p> <p>Review of equal ops evidence of fairness and equality-gender, Pupil Premium, SEND, Heritage.</p> <p>Data tracking identifies those pupils requiring intervention to maximise progress. Pupils use taught skills and live the values important to society.</p>	<p>Lesson observations</p> <p>Observations within the community.</p> <p>Evaluation of data.</p>
To eliminate discrimination that is unlawful under the DDA.	<p>To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage.</p> <p>To make resources free from discrimination and stereotyping.</p> <p>To make written information accessible in a range of different ways as requested.</p> <p>Governor's representative of education community.</p>	SLT	2016 – 2018	<p>Schemes of work</p> <p>Curriculum planning</p> <p>Policies</p> <p>All written documentation appropriately</p> <p>IT</p>	<p>Enabling the fullest possible participation of all pupils.</p> <p>All recruitment follows policy and governors have updates on Equality. They represent community fairly.</p>	Lesson observations

Target	Actions	Responsibility	Timescale	Resources	Measurable impact	Arrangements for Monitoring and Evaluation
To eliminate harassment of disabled people that is related to their disability and to promote positive attitudes towards disabled people	To log all bullying incidents and act on findings. To raise awareness of disability. To develop PHSCE curriculum highlighting social and emotional needs.	Teachers/ Therapists	2016 – 2018	Literature to raise awareness in PHSE/tutorials /collective workshops	All forms of bullying and harassment are challenged. All pupils feel secure and are able to contribute.	8.45 a.m. meetings Team meetings SLT meetings Governor reports Observations of pupils within the community.