

SUCCESS FOR EVERYONE: ACTION PLAN FOR DISABILITY EQUALITY SCHEME

Name of Setting: Victoria & Cherry Oak Schools

Date Completed: 2-6-2015

Name of person co-ordinating this Plan: Katie Tombs

1. SETTING INFORMATION

1.1 Vision and Values:

(Describe your ongoing ethos and vision relating to inclusion/accessibility)

This document is designed to communicate the following:

- Our vision and values in terms of race, disability, gender, age, religion or belief and sexual orientation
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our desire to fully meet statutory requirements
- An overview of some actions we have taken to date
- Our Single Equality Plan.

Inclusion is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes **Equality for All** within our own school and the wider community.

Our Equality Plan provides a coherent framework for promoting diversity and equality within the school. The purpose of this document is to show how our school promotes equality for all our disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to local views and involve local people in the work of our school. We recognise that equality will only be achieved by the whole school community working together- learners, staff, governors and parents/carers. All school staff and members of the school's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

Victoria School is a special school for pupils aged 2-19 years with cognition and learning needs including complex physical and health needs. We are part of a hard federation with Cherry Oak School a primary special school for pupils aged 4-11 for children with cognition and learning needs including autism.

The aim of our schools are to establish and increase each individual pupil's knowledge and understanding of the world so that his or her full potential may be developed. We value all our pupils equally but we value each child's right to be different and to learn and succeed in different ways. We believe that by working together all of our pupils, whatever their ability or disability, can be helped to develop, learn and achieve.

We share the continuing care of our pupils with parents and carers and it is vitally important to us that mutual understanding and trust should be the basis of our shared responsibility and ongoing relationship.

Our curriculum takes into account every pupil's individual and specific learning needs, with appropriate access to the New National Curriculum (September 2014).

We respect all members of the Victoria School and Cherry Oak community regardless of gender, age, religion or belief or sexual orientation, and we provide an inclusive learning environment and services for all children, families, staff and community stakeholders

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)

Children with Special Educational Needs

The majority of pupils who attend our school have statements of special educational needs. A very small

minority are admitted on assessment places following which a statement is written. We are a designated school for pupils with cognition and learning difficulties with 199 pupils currently on roll at Victoria and 80 pupils on role at Cherry Oak.

Staff and Professionals with disabilities

Our staff comprises a highly diverse mix of age, gender and creed. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All appointments and promotions are made on the basis of merit and in compliance with the law. We are concerned, where possible, that staffing reflects the diversity of the community.

We actively promote equality across all groups within the workforce.

In our staff questionnaires the following information was provided with specific reference to disability or difficulty:

- **Governors**

1: sensory, e.g. sight or hearing impairment

1: full time wheelchair user

3: long term illness

- **School staff**

3 : sensory, e.g. sight or hearing impairment

1: Learning e.g. dyslexia

4: Mental health, e.g. depression

1: Autism spectrum disorder, e.g. Asperger's

3: long term medical conditions

Parents with disabilities

Our pupils comprise a highly diverse mix of ethnicity, gender, creed and socio-economic background.

In our parent questionnaires the following information was provided with specific reference to disability or difficulty:

6: sensory impairment (vision/hearing)

2: learning difficulties/dyslexia

4: physical/medical conditions

9: mental health/depression

9: long term medical conditions

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))

It is a requirement that the Single Equality Plan and the actions identified in it have been informed by input from staff, pupils, parents and carers.

This has been achieved through:

- Feedback from parent/carer questionnaires
- Staff discussions
- Feedback from School council
- Individual pupil/staff interviews
- Feedback from Governing Body meetings

Governors

- The governing body is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of pupils
- The governing body seeks to ensure that people are not discriminated against when applying for posts at the school

- The governing body takes all reasonable steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible
- The governing body ensures that no child is discriminated against on account of race, gender or disability

Executive Headteacher/Head of School and Senior Leadership Team

- The SLT are responsible for implementing, communicating and monitoring the Equality plan
- The Executive Headteacher/Head of School/SLT ensure that appointments panels give due regard to the plan, so that there is no discrimination in employment opportunities
- The SLT promote equality of opportunity when developing the curriculum
- The SLT respond to incidents of bullying, racism, discrimination or unfair treatment with due seriousness

Teaching and non-teaching staff

- All staff ensure that all pupils are treated fairly, equally and with respect, and maintain awareness of the Equality Plan
- All staff strive to provide material with positive images of race, gender and disability and challenge stereotypes
- All staff will challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents to the attention of SLT

Priority Actions

- To implement and embed the marking and feedback policy
- To create a training programme for staff on the use of the specialist areas
- To audit technology both in and outside the classroom and to increase the use of technology to support learning across the federation.
- For subject leaders to extend the curriculum provision for PMLD learners in their specialist areas.

1.3 (b) Views of Parents:

(Priority Actions suggested by views of Parents)

Over the past few years we have had the support of a family liaison officer who has offered incredible amounts of support to the families across the federation. A parent and baby group has been highly successful and parents have found the other support of families supportive and influential. Stay and play has also been very positive and an opportunity for parents and carers to come into school to engage with other families and children. This year Stay and Play has signed up 50 children and their families which indicates the necessity to develop more parental/carers groups.

Priority Actions

Parents/carers have indicated that they feel supported and welcomed in school in spite of the fact that for many it is not their local school.

- A priority area for all our parents and carers is regular advice and guidance about benefits, housing, specialist equipment and resources, all of which is long-term and ongoing.
- The curriculum workshops and makaton workshops for parents and carers have been successful and have been particularly well received and it has been suggested that a variety of other programmes should be introduced. .
- A key area for future consideration is Inspire workshops for parents/carers and children to work together within a curriculum focused activity.

1.3 (c) Views of Children and Young People:

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

Pupils from across the federation, including members of the school council took part in a “Learning walk” around both schools to observe how accessible the schools were to them.

Priority Actions

The pupils thought the schools did a excellent job of making the schools accessible to pupils – thus including wide doorways, ramps and suitable tables.

- A priority is to create better security at Victoria school – all staff to have a key fob to access the main automatic door.
- To make the front door of the school more accessible to the pupils, staff and visitors – suggested that we have an automatic door.
- A key priority for the pupils is to assess the children for electronic note pads/I-Pad's in order for them to do their work (those with less function in their fine motor skills).

1.4 Who contributed to this Plan?

- Our pupils were consulted via the School Council which has elected representatives from every Key Stage.
- A questionnaire was sent to all classroom staff including teachers, teaching assistants and lunchtime supervisors.
- All governors were sent a questionnaire
- A representative sample of other staff were consulted (Physio, speech & language, nurse, clerical, kitchen, the family support worker)
- Identified individuals were also consulted with specific reference to their declared disability (one with visual impairment, one with hearing impairment, one on a phased return to work)
- All parents were sent a questionnaire.
- SLT were consulted on areas for development and analysis of previous accessibility report across the federation.

2. AUDIT

Name of Setting: Victoria Special School and Cherry Oak Special School

Summary of Success For Everyone Audit:

Standard	1	2	3	4	5	6	7	8	9	10
Audit point	9	10	9	10	8	10	10	9	9	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?
To continue to develop Federation staff teams in specialist areas creating new ideas, sharing good practice and ensuring consistency of systems and procedures. (FD4 as part of our school improvement plan)	Standard 3 – Staff development	Justine Sims, Subject and area leads, Melissa Heise, Ellen Barrett, Eleanor Rees.
To extend the pupil buddy programme to a wider age and ability range. (FD7 as part of our school improvement plan)	Standard 8 – Pupil participation	Justine Sims, Jo Gavin, Donna Turner, Claire Strain, Judi Newman, Jenny Lees, Head of P.E, Key Stage managers and Class teachers.
To minimise physical and environmental barriers across whole of the school site – across the federation.	Standard 5 – Creating the environment	Justine Sims, SLT, Maintenance team
To extend the support for families of secondary aged pupils. (L&M5)	Standard 9 – parental and community involvement	Di Tate, Sue Facey, Linda Sealey, Maureen Neary, Kate Thompson

3. ACTION PLAN FOR DISABILITY EQUALITY SCHEME

Name of Setting: Victoria & Cherry Oak Schools

DATE STARTED:

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?)		
<p>Standard 3 – Staff development</p> <p>To identify groups, plan for shared learning and collaborate ensuring consistency of good practice.</p>	C E I	<p>By building on good practice.</p> <p>Getting subject coordinators together to plan for shared learning across the federation.</p> <p>Staff to be given specific training to ensure consistency within their subject area</p> <p>Staff meetings/ linked with subject coordinators across the federation.</p>	<p>Justine Sims, To coordinate with staff across the federation in order for training to take place.</p> <p>Subject and area leads – to liaise with their federation link to organise shared learning. To identify training needs. To run training across the federation.</p>	<p>Time for planning – cover to be arranged in order to collaborate.</p>	<p>Notes and meeting minutes.</p> <p>Observation of enhanced staff skills.</p> <p>Staff evaluations/feedback</p> <p>Performance management targets to be focused upon this standard.</p>	<p>Short Term</p> <p>July 2016</p>
<p>Standard 8 – Pupil participation</p>	C I	<p>Work with key stage managers and class</p>	<p>Justine Sims – to coordinate with staff across</p>	<p>Time for planning – cover to be</p>	<p>Evaluations of the events</p>	<p>Short term for implementation – completed by</p>

<p>To extend the pupil buddy programme to a wider age and ability range. (FD7 as part of our school improvement plan)</p>		<p>teachers to identify possible links, map across opportunities for links extended beyond the classroom. Plan for shared learning events.</p>	<p>the federation in order for the linked opportunities to take place.</p> <p>Jo Gavin & Claire Strain – to coordinate and liaise with Victoria staff in order to organise and plan the different programmes.</p> <p>Donna Turner, Judi Newman, Jenny Lees, Head of P.E, Key Stage managers and Class teachers – to coordinate and liaise with Cherry Oak staff in order to plan for these shared experiences.</p>	<p>arranged in order to collaborate.</p> <p>Resources to be collated once the programmes of events have been planned for.</p> <p>Budget has been allocated.</p>	<p>Federation newsletters</p> <p>Pupil evaluations</p> <p>Photographs</p> <p>Federation display board.</p>	<p>July 2016</p> <p>Long term – on going development for the future of the federation.</p>
<p>Standard 5 – Creating the environment</p> <p>To minimise physical and environmental barriers across whole of the school site – across the federation.</p> <p>To minimise the disruption whilst building work takes place.</p>	<p>E</p>	<p>Building work in various areas is to take place across the federation. High priority to make the areas as safe as possible and to minimise the disruption to the pupils.</p>	<p>Justine Sims – to coordinate the plans for the work to be undertaken with the SLT and buildings and maintenance team. To ensure that the pupils safety is paramount throughout the process of the building work.</p>	<p>Dependant on the L.A funding and feasibility.</p> <p>Architect</p>	<p>Improved environment for the pupils across the federation</p>	<p>Short term Completion within the academic year 2015-2016</p>

<p>Standard 9 – parental and community involvement</p> <p>To extend the support for families of secondary aged pupils. (L&M5)</p>	<p>C I</p>	<p>Identification of target groups, families and/or training/support, planned timetable of events, tracking system to monitor attendance, evaluations from support.</p>	<p>Di Tate, Sue Facey, Linda Sealey, Maureen Neary, to liase with Kate Thompson ad class teachers in order to identify the target groups. To plan for events in order to support these families.</p>	<p>Pupil premium funding available. Resources to be collaborated when events are planned and timetabled.</p>	<p>Attendance at events Evaluations</p>	<p>Short term – leading to long term. To establish the set up of the support and then to continue it. To be set up by March 2016.</p>
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<p>By focusing on this standard (and its features) are you:</p>	<p>*Accessibility Code</p>
<p>Increasing the extent to which everyone can participate in the school curriculum?</p>	<p>C</p>
<p>Improving the physical environment so everyone can take advantage of education?</p>	<p>E</p>
<p>Improving the delivery of information so that it is accessible to everyone?</p>	<p>I</p>

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



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. 	Sept 2014- June 2015
<ul style="list-style-type: none"> Collected accurate and up-to-date data of the disabled population of the school and community. 	April 2015
<ul style="list-style-type: none"> Analysed this data in terms of admissions, pupil achievement and exclusions. 	Feb 2015
<ul style="list-style-type: none"> Analysed this data in terms of the recruitment, retention and career development of disabled staff. 	Feb 2015
<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. 	April 2015
<ul style="list-style-type: none"> Ensured plans have specified lead responsibility, resources needed and a clearly defined timescale. 	June 2015
<ul style="list-style-type: none"> Ensured that targets in the Scheme form part of the strategic priorities of the school. 	June 2015
<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. 	Sept 2014- June

	2015
<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.	June 2015