

St Joseph's: Disability Equality Action Plan / Accessibility Plan

A disabled person can participate fully in the classroom, in the school curriculum and at all times in all parts of the building (timetabling of hall usage will ensure this). A disabled person will feel part of the school, will be included by their peers in all parts of the school life, parents of disabled children will feel that their child is included and staff feel confident working with disabled pupils.

Action	Success Criteria	Timescale	Finance	Lead Person
To gather and monitor data on disabled pupils and their attainment levels	Staff and governors have information on progress made by all groups of pupils with actions identified.	Ongoing		SENCO/Senior Team
To interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities	100% compliance	As part of all recruitment processes		Headteacher / personnel & welfare committee
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	100% compliance via Appraisal	Summer Term Annually		Head Teacher / Appraisal Team Leaders
To make every effort when employees become disabled, to ensure they stay in employment	100% compliance	Ongoing		Head Teacher
To ensure that disabled pupils are supported to achieve through the provision of appropriate support	Pupils registered on the disability register or identified with a disability make similar progress to that of their peers.	Ongoing		SENCO
To ensure that disabled pupils can access the facilities and support they require To provide disabled parking bays, accessibility and clarity of signs	Disabled people have complete access to all areas of the school independently.	Ongoing	DCF Building Maintenance Budget	Head Teacher / Governors

around the school, clear identification of room functions, plan classrooms in accordance with pupil need, organise resources within classes to reflect student need, incorporate accessibility into any proposed structural alternatives.				
To ensure that disabled pupils are not victims of bullying or harassment EPR teaching to address social issues that arise. To ensure that positive attitudes towards disabled people are promoted	Low reported incidents of bullying.	Ongoing		Senior Team
Equality of opportunity for children to be on the school council Internal questionnaires offered to all children	To ensure that disabled pupils' voices are heard.	Ongoing		Staff
To ensure that disabled parents are supported to access information about their child's progress at school Large print and audio formats of reports Flexibility in relation to meeting the parents	All parents are informed of their child's progress	Termly Ongoing		Staff and Office Staff
To ensure that the needs of disabled governors are met and that disabled members of the community are encouraged to participate on school bodies	100% compliance	Ongoing		Head Teacher
To ensure that disabled pupils can participate in extra curricular activities To ensure all extra curricular activities are accessible to children with disabilities	Increased participation in after school activities	Ongoing		Head Teacher

To ensure that disabled pupils can participate in school trips and visits	All disabled children are able to attend all visits	Ongoing		Head Teacher / Class Teachers
Detailed Risk Assessments adapting trips / activities where necessary				