



Montgomery High School

Disability Equality Scheme and Accessibility Action Plan 2014-2017

Linked Documents:

- **Single Equality Scheme 2013-16**
- **Community Cohesion Audit and Implementation Plan 2013-16**
- **Race Equality Policy**

Approved by the Governors Finance and Premises Committee under the powers delegated by the
Governing Body: 22/01/14
Review Period 3 years

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1. Leadership and Management

Objectives	Action	Responsibility	Timescale	Success Indicator
Ensure structures including systems, processes, policy and practice support the implementation of the action plan	Governors and SLT to consider DES action plan, progress reports and make recommendations for future actions Governors to consider DES annual report	SLT/Govs	Ongoing	Reports showing progress against targets
Ensure Disability Equality objectives are included in planning process	Include relevant DES objectives, actions and responsibilities in School and Curriculum Improvement Plans Monitor progress on achievements against actions as part of evaluation of plans	SLT/Govs	Ongoing	Curriculum Area and School Improvement Plans include disability equality objectives Evaluation of plans shows progress against targets
Ensure commitment to disabled students and staff is embedded in its strategies and policies	Review structure of student and staff forums to ensure inclusion Introduce Equality Impact Assessment (EIA) for all new policies and procedures and major revisions.	SLT SLT/Govs	Date Ongoing	Structures reviewed Impact assessment carried out for all new policies
Ensure resources are allocated to achieve objectives.	Make allowance in the School's ongoing budget provision for achievement of relevant objectives and activities as set out in this Action Plan	Finance Director	Annually	Resources allocated

2. Curriculum planning, learning and teaching

Objectives	Action	Responsibility	Timescale	Success Indicator
Provide an inclusive learning experience for disabled students	Take account of the needs of disabled students in the design, presentation and assessment of new courses and embed alternative formats at the outset	Assistant Headteacher: Curriculum and Timetable	Ongoing	Less need for ongoing adjustments to be made for individual students.
	Take steps to ensure that all teaching material is available in advance to those disabled students who require it	All Teaching Staff	Ongoing	Positive feedback from disabled students.
	Review protocol for re-rooming students' lessons where appropriate	Learning Support	Annual	All students able to access curriculum. Protocol reviewed and amended where necessary.
	Review processes for allocation of placements, ie work experience, vocational courses	Appropriate staff	Annual	Processes reviewed and amended where necessary.
	Ensure ICT appropriate for students with disabilities; review accessibility of ICT Involve students in review of software Prioritise new software to purchase Train staff in use of new software	ICT Tech/Learning Support	Ongoing	Students accessing appropriate ICT resources
	Ensuring appropriate resources are accessible for disabled students, ie: - DVD subtitles - large print - homework and work information sheets	All Teaching Staff/ Learning Support	Ongoing	Students able to access resources.

Objectives	Action	Responsibility	Timescale	Success Indicator
Where relevant and appropriate, ensure that the curriculum presents a positive view of disabled people	Review PSHE Curriculum Review Assembly programme: widen focus / Involve local disability groups in assemblies/visits to school Regular items for Newsletter highlighting achievements of students with disabilities	SLT/PM/CAL Assistant Headteacher: Student Support, Equality, Diversity and School Health	Ongoing	PSHE curriculum reviewed. Assemblies promote positive view of disability Regular Newsletter items
Access to wider curriculum	Audit participation in extra-curricular activities and identify any barriers Ensure school activities are accessible to all students inc residential trips.	SLT	Annual recurring	Ongoing audit in place and appropriate actions to ensure access. School visit procedures reviewed.
Improve experience for disabled students	Roll-out 'good practice' experience from Curriculum Areas and Year Groups.	CAL/PM/SENCO	Ongoing	Positive SEND reviews

3. Student Support and Administration

Objectives	Action	Responsibility	Timescale	Success Indicator
Ensure that information about disabled students' needs is effectively communicated to relevant personnel	Review effectiveness of communication process (EdMedSoc, Provision Maps, SEND List)	Learning Support/CAL	Ongoing	Fewer breakdowns in communication Better feedback from students, parents, staff
Ensure appropriate staff are trained in disability awareness	Ongoing programme to reflect diverse needs of students	Learning Support	Ongoing	All students supported and training records reflect disability.
Ensure support is available for students with emotional health issues	Review support available to ensure students emotional needs are fully included in the school community	Learning Support/SLT/ Year Teams	Ongoing	Students emotional needs are fully supported by the school.

4. Information communication and engaging the wider community

Objectives	Action	Responsibility	Timescale	Success Indicator
Promote the School's commitment to disability equality and the Disability Equality Scheme	Publish the Disability Equality Scheme and Accessibility Action Plan alongside the Single Equality Scheme Publish information on public websites, newsletters and communicate to staff	SLT/Govs	Annual	Plan published and all stakeholders aware
Ensure continued involvement of disabled staff and students in developing provision for disabled people	Establish communication and feedback mechanisms with disabled staff, students, parents and governors. Involve School Council in reviews.	Appropriate staff	Ongoing	Regular feedback informing reviews of the Scheme and development of Action Plan.
Maintain links with disabled people in the community and be active in promoting disability equality	Maintain and increase links with organisations which impact on our community, ie RAD and consult these organisations on major developments/policies.	Learning Support	Ongoing	Evidence of wider involvement with community schemes.
Ensure communication methods are accessible to the whole community	Review and update website software to ensure accessibility Monitor requests and consider production of documentation in alternative formats Promote staff awareness in potential needs of participants in the planning of events, e.g. provision of communicators or other supporting staff	ICT Tech / SLT Team	Ongoing	Up to date software in use Alternative documentation formats available Disability needs catered for at all school events.

5. Staff employment and training

Objectives	Action	Responsibility	Timescale	Success Indicator
Recruitment documentation includes information on disability	Review recruitment documentation to ensure relevant questions	Personnel and Admin Managers	Ongoing	Information obtained
Ensure that new disabled staff receive appropriate induction	Review of induction processes and communication to line managers	Personnel Manager	Ongoing	Positive feedback from new employees.
Ensure continuing support for disabled staff.	Periodic audit review Encourage disclosure of disability Disabled staff invited annually to discuss the impact of a declared disability with their line manager.	SLT Line Managers	Ongoing	Issues highlighted and incorporated into action plan where appropriate.
Ensure that staff have access to the information they need in appropriate formats.	Review current provision of information and recommend improvements	Line Managers	Ongoing	More widespread provision of information in accessible formats.
Ensure staff are aware of, are enabled to use and have access to appropriate assistive technology	Evaluation of assistive technology components	Line Managers	Ongoing – needs driven	Improve assistive technology provision for staff
Ensure appropriate support is available for staff with mental health issues	Identify and disseminate appropriate guidance to all staff	Operational Manager	Ongoing	Clear guidance accessible to all staff

6. Accessible buildings

Objectives	Action	Responsibility	Timescale	Success Indicator
Ensure that all new and existing School buildings and facilities are accessible and comply with DDA and other legislation	Review access of all the premises and continue programme of improvements Ensure new builds comply with DDA. Ongoing review of needs of students and staff.	Assistant Headteacher: Curriculum and Timetable	Ongoing	More accessible buildings. Fewer individual adjustments.
Improve signage and other information about orientation and mobility	Review signage, consult with disabled stakeholders and plan improvements	Assistant Headteacher: Curriculum and Timetable	Ongoing	Improved signage Positive feedback
Ensure that there are appropriate and safe fire evacuation procedures	Review fire evacuation procedures and responsibilities for disabled staff and students to ensure that safe and accountable systems are in place.	SLT	Annual and following evacuation	Fire evacuation plan in place. Appropriate risk assessments carried out. Personal evacuation plans agreed with all staff and students who require one.

7. Monitoring and evaluation

Objectives	Action	Responsibility	Timescale	Success Indicator
Publish annual reports of progress against objectives and action in the Action Plan	Provide an annual report on progress on implementation of the DES and Accessibility Action Plan	SLT/Govs	Annual	Annual report showing positive progress against plan.
Produce annual monitoring report of staff and student data	Review information gathering processes from all stakeholders including periodicity and methods. Produce and publish annual monitoring figures on disability for staff and students and consider achievement of students	SLT/ Learning Support/ Operational and Admin Managers	Annual	Annual monitoring figures produced and published.

Equality and Diversity Impact Assessment

Date: 04.12.13	Policy/Activity: Disability Equality Scheme and Accessibility Action Plan	Assessor: HT
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Number	Protected Characteristics	Any Concerns Arising?	Details of Concerns	Recommendations
1	Disability	✓	Information accessibility	Make a range of accessibility tools available e.g. 'text to audio', large text, etc. as needed.
	Example: physical disabilities, learning difficulties or medical needs			
	Young carer/carer			
2	Gender			
	Females/Males			
3	Sexual Orientation			
	Example: Gay, Lesbian			
4	Gender Reassignment			
	Gender Reassignment			
5	Race/Ethnic Group			
	Example: Black, Asian, Chinese, etc			
6	Pregnancy/Maternity			
	Pregnancy or maternity/paternity			
7	Marriage/Civil Partnership			
	Marriage/Civil Partnership			
8	Religion or Beliefs			
	Example: Jewish, Muslim, Christian etc			
9	Age			

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