

**Whitnash Primary School**  
'Learning, growing and succeeding together'

# Single Disability Equality Scheme and Action Plan



*“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and to reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.*

*The disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place.”*

**Bert Massie**  
**Chairman**  
**Disability Rights Commission**

### **Whitnash Primary School Disability Scheme**

**3 year period covered by the Disability Equality Scheme**  
**September 2016 to September 2019**

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## **1. Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled children, under part 4 of the DDA.

- Not to treat disabled children less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled children.

This plan sets out the proposals of the Governing Body of Whitnash Primary School to increase access to education for disabled children in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled children can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services;
- Improving the delivery to disabled children of information which is provided in writing for children who are not disabled.

Our school's Accessibility Plan is resourced, implemented and reviewed and revised every 3 years and it identifies how the school will address the priorities identified in it to ensure that all disabled children have equal access.

### **1.1 The Purpose and Direction of the School's Disability Equality Scheme**

#### **Vision and Values**

Whitnash Primary School is fully and passionately committed to ensuring equal treatment of all its employees, children, and all who are involved in the school community, with any form of disability and will ensure that disabled children and people are not treated less favourably in any procedures, practices and service delivery. This school will not tolerate harassment of disabled children and people with any form of impairment and will also consider children who are carers of disabled parents.

This policy complements our Educational Inclusion Policy, our Equality Policy and incorporates our Accessibility Plan.

Whitnash Primary School has high ambitions for all its children and expects them to participate and achieve in every aspect of school life.

The School aims to:

- Set suitable learning challenges;
- Respond to children' diverse needs;
- Overcome potential barriers to learning and assessment for individuals and groups of children.

We welcome all children and staff, irrespective of race, colour, creed, gender or impairment. Every member of staff shares the responsibility to remove barriers to learning for all children, including those with a disability.

### **2.1 Definition of Disability**

The disability discrimination duties relate to all children who are defined by the DDA as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled children.

The DDA defines a disabled person as someone who has  
*“a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities”*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial.' 'Long term' means 'has lasted or is likely to last more than 12 months.'

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactive Disorder (ADHD), diabetes or epilepsy, 'where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.' All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of children are therefore included in the definition.

**Normal day-to-day activity:**

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

**2.2 Special Educational Needs and Disability (SEND)**

Many children who have SEND will also be defined as having a disability under the DDA. It is likely that many of the children who have **SEND and an Education Health and Care Plan** or who are on the **SEND register. registered as SEND Support with agency involvement** will count as disabled.

However, not all children who are defined as disabled will have Special Educational Needs (SEN). For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the Disability Discrimination Act. Similarly, not all children with SEN will be defined as having a disability under the DDA. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEND and DDA disability definition for children and young people

SEN	Both SEN + Disabled (SEND)	Disabled
Mild dyslexia	Motor Impairment (long term)	Asthma
Emotional Behavioural Difficulties (EBD-social factors)	Learning Difficulties	Diabetes
Mild Dyspraxia	Hearing Impairment/Deaf	Cancer recovery
Minor Speech Impairment	Visual Impairment/Blind	Mental health issues
Mild Learning Difficulties	Incontinence	Disfigurement
	Significant Dyslexia	Eating disorder
	Epilepsy	Lack of limbs
	Non-verbal	Sickle cell anaemia
	ADHD	Gross obesity
	Autism	Very short stature

### **3. Information from Pupil Data and School Audit**

Within the current school population of 195 children there are children on the school SEND register.

In 2016-17 our SEND profile shows that we have 27% of children identified as having SEN. This percentage is made up of the following groups:

33% are identified as having SEND linked to Cognition and Learning (including maths, reading, writing and spelling etc.) - 17 children.

35% are identified as having SEND linked to Communication and Interaction (including speech and language difficulties and problems with social interaction) - 18 children.

2% are identified as having SEND are linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing). And

23% are identified as having SEND linked to SEMH (including such as ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression) - 12 children.

8% are identified with other difficulties - 4 children.

Disabled children currently in school have the following needs:

- SEND linked to Cognition and Learning - Moderate learning Difficulties (MLD)
- SEND linked to Communication and Interaction Difficulties - Autistic Spectrum Disorders (ASD) and Speech Language and Communication Needs (SLCN)
- SEND linked to Social Emotional and Mental Health Difficulties, including ADHD
- Specific Learning Difficulties e.g. Dyslexia
- Physical and Sensory difficulties, including, Visual Impairment (VI), Hearing Impairment (HI) and Physical Impairment

### **4. The General Duty**

We will actively seek to:

- Promote equality of opportunity between disabled children and people
- Eliminate discrimination that is unlawful under the act
- Eliminate harassment of disabled children and persons that is related to their disabilities
- Promote positive attitudes towards disabled children and persons. This means not representing children and people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all
- Encourage participation by disabled children and persons in public and school life. Disabled children and Staff must not be coerced into activities that they do not wish to do.
- Take steps to take account of disabled children and people's disabilities, even where that involves treating children and persons more favourably than other persons.

#### **4.1 Involvement of disabled children and People in Developing the Scheme.**

Disabled children, staff, parents and disabled members of the community have been involved in developing the scheme through a parent questionnaire, through parent consultation on Individual Education Plans and Structured Conversations, through parent meetings and through the School Council.

The results of the questionnaire were used to develop the Action Plan and the Accessibility Plan. Progress against them is monitored annually by the participants and the Senior Leadership Team.

SEND records list all children with SEND, and/or a disability and Individual Education Plans and Structured Conversations show any actions taken to involve children in developing our disability provision and the outcomes that this has achieved.

#### **4.2 Developing a voice for disabled children, staff and parent/carers.**

All children have a voice through School Council, through their class teaching assistant and their class teacher and the Special Education Needs Co-ordinator (SENCo). Parents/carers have a voice through their child's Individual Education Plan review meetings with the class teacher and/or SENCo, parent consultation evenings, Structured Conversations, transition and induction meetings, questionnaires and by the open ethos of the school that allows parents every opportunity to consult with staff. Following weekly assemblies, parents are offered the opportunity to talk directly to the Head Teacher to ensure that this opportunity is permanently available to all parents and for parents with children with SEND. Disabled members of staff have a voice through the questionnaire and via their line managers and the Senior Leadership Team. The Governors work closely with parents to monitor effectiveness of policies and will consult directly with parties directly affected by the Disability Equality Scheme.

#### **4.3 The Governing Body**

All parents are encouraged and offered the opportunity to be on the Governing Body regardless of faith, colour, creed, gender, disability or race. The activities of the Governing Body are high-lighted in the fortnightly school newsletter and on the school website. The school Leadership Team consult relevant parties when reviewing School Policies.

#### **4.4 Removing Barriers**

Whitnash Primary School will endeavour to remove any barriers that prevent disabled children and people from participating in school life as fully as possible. The focus of the Action Plan will be in three main areas;

- The Physical Environment
- The Teaching and Learning Environment
- The Provision of Information

The information gathering duty applies to all job applicants and those working at the school. We will aim also to gather information from other schools in the area to ensure that we promote equality of opportunity and support all staff, particularly for those working at the school who have a disability.

These needs will be addressed in the Accessibility Action Plan alongside the school's Equality Policy, Equal Opportunities Policy and the Educational Inclusion Policy.

#### **Areas for Development**

- Raising of awareness for all staff of what DDA expects of them
- Raising of awareness for all governors of what DDA expects of them
- Training and INSET for staff to ensure appropriate differentiation of work across the curriculum and a thorough understanding of the needs of all pupils
- Monitoring and analysis of patterns of attendance and exclusion for disabled children by the Head teacher
- Setting up a discrete grouping on the school data management system covering children with SEND to facilitate the detailed analysis of outcome data for disabled children.
- Information showing how well disabled children are accessing the curriculum e.g. Lesson observations, staff and child questionnaires, discussions and outside agency advice
- Monitoring and detailing achievements in extra-curricular activities of children with SEND

## **5 Information, Performance and Evidence**

For children with an Education Health and Care Plan and for those on SEND Register with agency support, the views and aspirations of disabled children are formally gathered throughout the year by the review process. Structured Conversations gather information about how children are performing and provide an opportunity to review and set targets for SEND children with their parents. Their parents also have the opportunity to express their views at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them. These meetings establish what is going well and also any concerns or barriers to progress from the pupil's point of view.

During the Autumn term 2016 and Spring 2017 questionnaires were issued to all parents including the parents of any disabled pupil and all Staff in order to establish more fully their views and opinions. The information received from this questionnaire has been used to further enhance our provision for disabled children, parents and staff. We will monitor and evaluate the impact of the scheme via consultation with those parties most involved, encouraging them to identify the schools next development priorities.

### **Areas for development:**

- Questionnaire to parents and analysis of results - ongoing
- Amendments of Disability Equality Scheme as a result of information gathered from the audit

## **6 Making It Happen**

### **6.1 Management, Coordination and implementation**

The Governing Body has a responsibility for the school Accessibility Plan. The progress toward meeting the targets set in the plan will be reported on annually. This plan, together with the School's Educational Inclusion Policy, will be reviewed and revised annually by the Senior Leadership Team in consultation with disabled stakeholders and representatives of the Senior Leadership Team.

*“ Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled children requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, SENCO, teachers, teaching assistants, dinner staff, curriculum coordinators, administrative staff and governors themselves.”*

### **6.2 Getting Hold of the School's Plan**

The Disability Equality Scheme and the Accessibility Plan for Whitnash Primary School is available on request from the school office and is available on the school's website. We have tried to ensure the plan is readable and free of jargon. We would also welcome your feedback if you feel anything is unclear or if you have any queries.

**WHITNASH PRIMARY SCHOOL  
DISABILITY DISCRIMINATION QUESTIONNAIRE**

The following questions ask for your opinion about your son or daughter's experiences at Whitnash:

Do you feel Whitnash as recognised your child's disability / learning difficulty?

Yes / No

Do you feel we have responded sensitively to your son / daughter's needs?

Yes / No

Do you feel that the nature of your son or daughter's disability/learning difficulty has caused him or her to be excluded from any aspect of school life?

Yes / no

*If you would like to comment further please write in the space below*

Is there any way in which we could improve our response to your son or daughter's needs?

Yes / No

If you would like to comment further please do so in the space below

Are lines of communication between home and school sufficient for your needs and the needs of your child?

Yes / No

If you would like to comment further please do so in the space below

Name of pupil (optional) .....Date .....

Thank you for taking time to complete this questionnaire.

## WHITNASH PRIMARY SCHOOL

## A – IMPROVING ACCESS TO THE CURRICULUM 2016-2019

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
<ul style="list-style-type: none"> <li>Develop a range of learning resources that are accessible for children with different disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Subject Leaders to review resources in their curriculum areas.</li> <li>Purchase ICT and other generic resources to support the learning of all.</li> </ul>	All	Autumn /Spring 2016-17	Summer 2017	<ul style="list-style-type: none"> <li>Staff meeting time.</li> <li>Delegated budget.</li> </ul>	<ul style="list-style-type: none"> <li>Children with disabilities have increased access to curriculum materials.</li> </ul>	<p>New Apps introduced to I pads</p> <p>Prove it tables introduced in Maths</p> <p>Subject Leader Action Plans developed to support provision across the school.</p>
<ul style="list-style-type: none"> <li>Teachers develop their knowledge of different teaching and learning styles and differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>Training on teaching and learning styles linked to review of whole school Teaching and Learning Policy.</li> </ul>	All	Spring 2017-Autumn 2018	Spring 2018	<ul style="list-style-type: none"> <li>Professional Development Meetings</li> <li>Keeping in Touch Meetings with Head</li> <li>Pupil Progress Meetings</li> <li>INSET training</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use multiple intelligence principles to suit a wide range of learning styles.</li> <li>Higher attainment for pupils with SEN / disabilities.</li> </ul>	Differentiated homework

<ul style="list-style-type: none"> <li>Improve children's awareness of disability issues.</li> </ul>	<ul style="list-style-type: none"> <li>PSHE/Citizenship curriculum and assemblies to be used to raise awareness of disability issues.</li> <li>Disability equality issues are incorporated into the Citizenship curriculum.</li> </ul>	HT & PSHE Lead	Autumn 2016 – ongoing	July 2017	<ul style="list-style-type: none"> <li>Assembly timetable.</li> <li>PSHE lessons</li> <li>PSHE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Children have a greater understanding of disability issues.</li> </ul>	Assemblies led on disabilities and impairments Autumn 2016 PSHE curriculum developed for all classes Worry boxes introduced in all classes.
TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
<ul style="list-style-type: none"> <li>Train staff on ways to improve pupil access to the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor provision for children with SEND and assess if development opportunities would be beneficial.</li> </ul>	RA	2016 – 2017	July 2017	<ul style="list-style-type: none"> <li>Professional Development Meetings</li> <li>SENCO Leadership and Management time.</li> <li>INSET</li> </ul>	<ul style="list-style-type: none"> <li>Staff are increasingly aware of and are able to meet the needs of children with regard to accessing the curriculum.</li> </ul>	<p>Medical Training Autumn 2016 EAL Training Summer 2016 ASD training Summer 2016 Work with outside agencies to support children with SEND. Thrive Training Autumn 2016 Introduction of Thrive Autumn 2016 Development of ASD and Dyslexia guidance for teachers Pupil Progress Meetings Introduction of Red Files for SEND pupils.</p>

							Development of Intervention timetables.
<ul style="list-style-type: none"> <li>Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to ensure planning is differentiated to consider the learning needs of all.</li> </ul>	All	20016 – 2017	Dec 2017	<ul style="list-style-type: none"> <li>SENCo monitoring time.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils learn with appropriate curriculum matched to their needs.</li> </ul>	Staff meetings on differentiation. Adult support used to support children in all classes. Intervention with children with SEND. EAL training.
<ul style="list-style-type: none"> <li>Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Review all out of school provision to ensure compliance with legislation.</li> </ul>	SIT	20016 – 20017	Dec 2016	<ul style="list-style-type: none"> <li>SLT meeting time.</li> </ul>	<ul style="list-style-type: none"> <li>Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</li> </ul>	Some involvement of SEND children but this needs to be monitored and encouraged through IEP Wider Outcomes targets.
<b>TARGET</b>	<b>ACTION</b>	<b>RESP</b>	<b>TIMESCALE</b>	<b>REVIEW DATE</b>	<b>RESOURCES</b>	<b>OUTCOMES</b>	<b>EVALUATION OF IMPACT</b>
<ul style="list-style-type: none"> <li>Teaching and learning across the curriculum reflect equal opportunities for all with impairment and relates to pupils' everyday experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Planning and teaching includes opportunities to ensure the physical diversity of society is represented.</li> </ul>	All	20016 – 2017	July 2017	<ul style="list-style-type: none"> <li>SENCo monitoring time.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are respectful and have an understanding of physical diversity.</li> </ul>	ICT used to support Access for SEND children in class. Consideration given to all children's physical access to the classroom environment and the learning through Classroom Audits.

<p>Children with disabilities recognise their own potential to achieve</p>	<ul style="list-style-type: none"> <li>• Communication Passports</li> <li>• Monitor reward systems for SEND children.</li> <li>• Targets relating to Target Tracker for all children</li> <li>• Encouragement and intervention on self-esteem and confidence and Thrive(Nurture)</li> <li>• Questionnaires</li> <li>• External provisions to support SEND</li> <li>• children develop a wider sense of themselves and the world around them</li> </ul> <p>Children consulted about their progress and targets.</p>	All	2017– 2018	Jan2016 July 2018	<ul style="list-style-type: none"> <li>• Staff meeting time</li> <li>• Intervention programmes</li> <li>• Target Tracker training – staff meetings</li> <li>• INSET days</li> <li>• Communications Passports</li> <li>• Thrive</li> <li>• Nurture</li> </ul>	<ul style="list-style-type: none"> <li>• Higher attainment for pupils with SEN / disabilities.</li> <li>• Greater self-belief and motivation of children with SEND</li> <li>• Positive outcomes including achievement and attitude to learning</li> </ul>	
<p>Plan extra-curricular and out of school activities to ensure the participation of the while range of pupils which reflect equal opportunities for all pupils with physical disabilities.</p>	<ul style="list-style-type: none"> <li>• Work in partnership with other schools and agencies to provide extra curricular activities</li> <li>• Develop the work of co-ordinators in school to ensure that all</li> </ul>	Outside Agencies  SENCo HT	2016 - 2018	July 2017	<ul style="list-style-type: none"> <li>• SEND and pupil Premium budget</li> <li>• Agency support and liaison</li> <li>• Partnerships with other schools</li> <li>• Training in INSET for staff about</li> </ul>	<ul style="list-style-type: none"> <li>• Children with disabilities have equal opportunities to attend extra-curricular provision</li> <li>• Children with SEND are not discriminated against</li> <li>• Children with SEND have</li> </ul>	

	<p>children have an opportunity to access extra curricular activities</p> <ul style="list-style-type: none"> <li>• Review extra-curricular clubs and the % of SEND children involved</li> <li>• Talk to parents and children about the kinds of clubs they're interested in</li> <li>• Encourage SEND children to take-up the provision on offer.</li> <li>• Ensure all staff running clubs are aware of the children's specific difficulties and have had the appropriate training to support their needs</li> </ul>				<p>specific difficulties</p>	<p>extra-curricular provision which allows their full participation</p> <ul style="list-style-type: none"> <li>• Children with SEND feel included and confident about their wider involvement in school</li> </ul>	
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<p>Support children with disabilities with their social and emotional needs to ensure they are able to participate fully in school life and build effective relationships</p>	<ul style="list-style-type: none"> <li>• Provide a nurture room setting within school to provide for children’s social and emotional needs</li> <li>• Provide training to the staff involved</li> <li>• Review and improve the PSHE provision within school with a focus on Thrive</li> <li>• Provide interventions within the nurture room setting which are targeted at the individuals needs</li> <li>• Social and emotional questionnaires for children</li> <li>• Pupil interviews</li> <li>• SEND provision reviewed regularly and provision mapping used to plan intervention required.</li> <li>• Work in partnership with other schools</li> </ul>	<p>DH SLT HT</p>	<p>2016 – 2018</p>	<p>July 2017 July 2018 July 2019</p>	<ul style="list-style-type: none"> <li>• SEND and Pupil Premium budget</li> <li>• Nurture Funding</li> <li>• Agency support and liaison</li> <li>• Partnerships with other schools</li> <li>• Training in INSET for staff/ about specific difficulties as well as specific targeted interventions</li> <li>• Thrive Training</li> </ul>	<ul style="list-style-type: none"> <li>• Children with disabilities are able to build and maintain effective relationships</li> <li>• Children with disabilities emotional well-being is a priority within school</li> <li>• Children with disabilities have the confidence and social skills to be able to participate in school life</li> </ul>	
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**WHITNASH PRIMARY SCHOOL**

**B – IMPROVING ACCESS TO WHITNASH 2016-2019**

<b>TARGET</b>	<b>ACTION</b>	<b>RESP</b>	<b>TIMESCALE</b>	<b>REVIEW DATE</b>	<b>RESOURCES</b>	<b>OUTCOMES</b>	<b>EVALUATION OF IMPACT</b>
<ul style="list-style-type: none"> <li>Improve the access to front of the school to ensure that it is more accessible for children with disabilities from the back of the school</li> </ul>	<ul style="list-style-type: none"> <li>Meet with architect to draw up plans to install a ramp</li> <li>Apply for Access funding to meet the costs of the alterations.</li> </ul>	HT	2016 – 2017	June 2017	<ul style="list-style-type: none"> <li>Devolved Capital</li> <li>Funding for access where available</li> </ul>	<ul style="list-style-type: none"> <li>Children/parents with disabilities have increased access to front of the school</li> </ul>	Ramp installed to ensure easy access.
<ul style="list-style-type: none"> <li>Improve the access to the corridors for all children</li> </ul>	<ul style="list-style-type: none"> <li>Remove access furniture in corridors</li> </ul>	SSO	2016 – 2017	Dec 2017	<ul style="list-style-type: none"> <li>SSO time</li> </ul>	<ul style="list-style-type: none"> <li>Wheelchair users can access all areas of school</li> </ul>	Ongoing All corridors have been cleared of hazardous furniture and restrictions.

**RAVENSDALE PRIMARY SCHOOL**

**C – IMPROVING COMMUNICATION AND INFORMATION SHARING 2016-2019**

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
<ul style="list-style-type: none"> <li>Ensure all information used in teaching is presented in an appropriate format.</li> </ul>	<ul style="list-style-type: none"> <li>Modify homework and worksheets – enlarge print, simplify language, use audio and computer equipment.</li> <li>Use visual timetables and picture/symbol communication systems.</li> <li>Use appropriate language and taped information in delivery.</li> </ul>	All	2016 - 2017	July 2017	Communication in Print EAL resources EIS support resources ICT ASD teacher guidance Dyslexia teacher guidance Differentiated homework	<ul style="list-style-type: none"> <li>Pupil access to the curriculum and their attainment is in line or above targets set.</li> </ul>	Visual timetables used in all KS1 class and KS2 where appropriate for individual children.  Laptop provision for physically disabled children.  ICT used as a learning resource.

<ul style="list-style-type: none"> <li>• Ensure all information is received by children in an appropriate format.</li> </ul>	<ul style="list-style-type: none"> <li>• Key information available on website.</li> <li>• Modify child questionnaires – enlarge print, simplify language, use audio and computer equipment, provide adult support.</li> <li>• Modify home-school agreement (as above).</li> </ul>	<p>HT and Office</p>	<p>2016 - 2017</p>	<p>July 2017</p>	<p>School website</p>	<ul style="list-style-type: none"> <li>• Children with disabilities have greater access to information.</li> </ul>	<p>ICT used to support Access for SEND children in class.</p> <p>Website supports EAL parents and children</p>
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<ul style="list-style-type: none"> <li>Pupil voice is central to decision making for children with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Children with disabilities are represented on the School Council</li> <li>Children are consulted about the accessibility plan and provisions made and required for their needs</li> <li>Children have opportunities to discuss the difficulties they have and are listened to</li> </ul>	HT DH SLT	2016 – 2017	July 2018	Pupil interviews Pupil questionnaires Communication Passports School Council	<ul style="list-style-type: none"> <li>Children are informed and listened to.</li> </ul>	
TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
<ul style="list-style-type: none"> <li>Ensure all information is received by parents in an appropriate format.</li> </ul>	<ul style="list-style-type: none"> <li>Audit of parental needs.</li> <li>develop plans to make information more accessible.</li> </ul>	RA	2017 – 2018	July 2017		<ul style="list-style-type: none"> <li>School will be able to respond quickly to requests for information in alternative formats.</li> </ul>	Annual reviews / IEP reviews held Questionnaires  Development needed to ensure more effective and accessible communication with parents. Ongoing

<ul style="list-style-type: none"> <li>School policies reflect a commitment to accessibility for all.</li> </ul>	<ul style="list-style-type: none"> <li>All relevant policies to have reference to developing individual children's full potential and accessibility plan.</li> </ul>	HT	Ongoing	July 2017		<ul style="list-style-type: none"> <li>Pupil access to the curriculum and their attainment is in line or above ARE or children's individual targets.</li> </ul>	All relevant policies have reference to developing individual children's full potential and accessibility plan.
<ul style="list-style-type: none"> <li>Parents are consulted about the content of the accessibility plan.</li> </ul>	<ul style="list-style-type: none"> <li>Plan made accessible on the school website</li> <li>Parents consulted through questionnaires.</li> </ul>	H	2016 - 2017	Dec 2016		<ul style="list-style-type: none"> <li>Parents are informed and have an input.</li> </ul>	Plan accessible on the school website.
<ul style="list-style-type: none"> <li>Parents are informed about the progress of the accessibility plan.</li> </ul>	<ul style="list-style-type: none"> <li>Report on the progress of the plan to be made in the evaluation section of this document.</li> </ul>	SLT / Gov Body/ HT	2016 – 2017	July 2017		<ul style="list-style-type: none"> <li>Parents are informed.</li> </ul>	Parent newsletters and up-dates. Questionnaire sent November 2016. Reviewed annually and evaluation completed. Updated following the information gleaned from parents.

**WHITNASH PRIMARY SCHOOL  
Disabilities Discrimination Questionnaire**

**Responses received:**

<b>Question</b>	<b>Yes</b>	<b>No</b>
Do you feel Whitnash has recognised your child's disability / learning difficulty?		
Do you feel we have responded sensitively to your child's needs?		
Do you feel that the nature of your child's disability / learning difficulty has caused them to be excluded from any aspect of school life?		
Is there any way in which we could improve our response to your child's needs?		
Are the lines of communication between home and school sufficient for your needs and the needs of your child?		
<b>Additional parental comments:</b>		