



INTRODUCTION

This policy is compliant with current legislation as specified in Schedule 10 of the Equality Act 2010, and the document 'The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities' issued by the DFE in May 2014. The Avon Valley School recognises that disability discrimination duties and planning duties are owed to all pupils who are defined by the Equality Act 2010 as being disabled. The Equalities Act 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'.

OBJECTIVES

This policy sets out the proposals of The Avon Valley School to address inclusion and increase access to education for all pupils and for disabled pupils in the three areas required by the planning duties of the Equalities Act, within a mainstream educational environment:

- Explore ways to enhance/modify/develop the school premises to increase the extent to which the needs of all pupils can be supported and met in a mainstream school.
- Explore ways to increase the extent to which disabled pupils can participate in the school curriculum.
- Explore methods that would improve the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled. Warwickshire County Council is aware of the requirement for the school's accessibility plan to be resourced, implemented, reviewed and revised as necessary.

PRINCIPLES

1. Compliance with the Equality Act is consistent with the School's policies and procedures and Governors and Staff will have regard for its aims and above objectives when carrying out their duties.
2. The School will therefore endeavour to not treat disabled persons less favourably; and take reasonable steps to avoid putting disabled persons at a substantial disadvantage because of their disability.
3. School leaders will reflect the anticipated and actual needs of the School's community in its broadest definition and the needs will be ascertained through discussion with the School's SENCO and lead for Inclusion.
4. The School recognises that disabled individuals, parents of disabled pupils and voluntary organisations working with the disabled will have knowledge and experience that can help inform the School's actions.
5. The School will continue to seek the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals.

REVIEW

This policy will be reviewed every three years.

APPENDIX 1

	Objective	Action	Time Scale	Success Criteria
Short Term	To make external environment safer for those with visual impairment.	To continually update markings and signage	On-going	Clear markings and correct signage
Short Term	To make external environment safer for those with physical difficulties	To monitor the condition of flat surfaces around the school to allow for wheel chair access. To follow advice from the Warwickshire Vulnerable Learners Specialist Teaching Service in relation to students with physical difficulties.	On-going	Surfaces and ramps will be in place where required
Short Term	To improve staff knowledge and understanding of student disabilities.	Inclusion continue to maintain an inclusion register detailing the individual needs CPD for SEN related topics to be built into the CPD curriculum to ensure quality first teaching for all. Regular training for Teaching Assistants Specialists invited to lead CPD as appropriate	Sept each year	Inclusion register regularly updated CPD programme for all staff
Short Term	To ensure up to date, user friendly, and secure access to the School's: Inclusion register, Student Centred Planning Sheets (IEP), Child Looked After files and other student-centred information.	Staff access to the School's network and individual access to provision map software Staff training in use of Inclusion information Continually explore more efficient and effective ways of communicating information about students to staff	On-going	All staff have secure access to SEN data through SIMs. Inclusion Register available to all staff through provision map Intervention information available to all staff
Short Term	Adhere to requirements of the Disability Equality Duty	Governors' Committee to formally accept the School's Accessibility Policy and Plan. Staff and governors to review the Disability Equality Scheme To improve communication with parents through the annual Inclusion Open Evening Transition information evening for students and parents of students with SEND	On-going	Ratified policy reviewed and in place. Transition evening annually each July.

		Ensure a qualified team of First Aiders are available to support the physical and medical needs of students and staff.		
Medium Term	To ensure all students have greater access to the curriculum.	<p>SENCO to provide intervention programmes for specific groups.</p> <p>SENCO to regularly monitor performance of students with SEND.</p> <p>School Leadership Team to support Faculties in providing a challenging curriculum for all students</p> <p>A variety of interventions can be deployed to support the progress of students underachieving in the vulnerable groups</p>	On-going	<p>Staff can be observed to use a range of appropriate teaching strategies</p> <p>The majority of lessons will be good or outstanding</p> <p>Progress of students in the vulnerable groups is in line with or better than expectations</p>
Medium Term	Staff to be better informed on how to respond when challenged by students in a potentially volatile situation.	<p>Intervention Strategies to be used for identified students.</p> <p>SENCO to explain disabilities, typical behaviour patterns and give advice on appropriate actions to take.</p>	On-going	Staff to access Intervention Strategies on Staff Shared Area
Long Term	Monitor school environment, curriculum and facilities to ensure all students but particularly the vulnerable students are able to access all areas of the school, all activities and extra curricular activities	SENCO with SLT to monitor all activities	On-going checks	All students will have open access to school environment, facilities and activities