



APPENDIX 1
Ashford Park Primary School
Disability Equality Action Plan
2013 - 2016

Promoting Disability and Equality and raising achievement of disabled pupils is the responsibility of the whole school.

Objective	Key Actions and Success Criteria	Lead/Support	Time frame	Monitoring & Evaluation
To establish needs of new pupils, parents and staff with regard to disability.	<ul style="list-style-type: none"> Statement is included in Reception induction information encouraging parents/carers to contact the school if there are any adjustments which the school could make to help parents/carers support their child's learning. Meeting offered to all parents of pupils joining mid year with opportunity to discuss adjustments school needs to make to support child's learning Effective communication between parents and school 	Foundation stage teachers HT	Summer term 2013 Ongoing in line with new pupils	Parent /pupil feedback
To use pupil tracking system to monitor progress of children with disability	<ul style="list-style-type: none"> Coding system is developed on our tracking system to identify all disabled pupils. Disabled pupils monitored as part of data analysis 	Inclusion Team	Established in Summer 2010 and then ongoing	In line with pupil tracking cycle
To increase participation of disabled pupils in school life	<ul style="list-style-type: none"> Disabled pupils are in positions of responsibility Disabled pupils have access to after school clubs Disabled pupils have access to extended service 	Inclusion Team SLT & class teachers Home school Link worker	Ongoing	Annual monitoring of participation levels

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To promote the schools' commitment to disability equality with reference to staff recruitment	<ul style="list-style-type: none"> • A statement is on the school website regarding commitment to disability equality with reference to recruitment • A statement is included in all job application packs regarding our commitment to disability equality 	SBM	April 2010	Summer Term 2010 Analysis of application statistics
To promote the schools' commitment to disability equality with reference to procurement	<ul style="list-style-type: none"> • Consider disability equality when acquiring new contracted out services where feasible • Work with the local authority to ensure that disability equality is given due regard • Ensure that, in developing extended schools provision, disability equality is built into contract specification and contract conditions. 	SBM/HT	Ongoing	Ongoing
To continue to develop a range of learning resources which are accessible to pupils with different disabilities	<ul style="list-style-type: none"> • A range of resources are available which meet the needs of our disabled learners 	Inclusion Team	Ongoing in lines with pupil intake	Ongoing Assessing progress of pupils with a disability through tracking cycle
To ensure that the physical environment promotes accessibility for all	<ul style="list-style-type: none"> • Internal and external decoration uses colour schemes, which aid the movement of the visually impaired. • Classroom allocation pays due regard to needs of disabled pupils and staff 	SBM/HT	Ongoing in line with redecoration Summer term	Annually in Summer term

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To ensure school information is made accessible to parents with disabilities	<ul style="list-style-type: none"> • Large print versions of documents available on request. • Telephone consultations available to parents who are unable to attend parents' evening through disability • Support is provided with form filling 	Admin Classteachers Admin	Ongoing In line with parents evening. Ongoing	Feedback from parents with a disability
To ensure that ongoing feedback from parents/carers/pupils on impact of DES	<ul style="list-style-type: none"> • Disability Satisfaction Survey is available on website • Views of school community are included in review of DES 	SBM SBM/Inclusion Team	Autumn term 2010 Ongoing	Feedback from parents