



Russell Street School
**Disability Equality Scheme
And Accessibility Plan 2016**

This policy is underpinned by Russell Street School Values, Aims and Vision. It is also driven by the EYFS Curriculum Inclusion statement 'to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported', and by the National Curriculum Inclusion expectations that there 'are no barriers to EVERY CHILD achieving'.

Russell Street School aims to identify and remove barriers to disabled pupils in every area of school life. We make all children feel welcome irrespective of race, disability, sex, religion, belief and gender reassignment.

See also Russell Street School Inclusion Policy and Russell Street School Provision Map.

Accessibility at Russell Street School

During the period of the previous Accessibility Plan Russell Street School tried hard to achieve its vision and a number of the successful outcomes are listed below:

- Ramps were fitted to the school to enable disabled access to the new building and to the rear of the old building
- The school's Wave One provision was revised to be more inclusive of children with disabilities
- Visual timetables and behaviour cues are used in all classrooms. All teaching staff carry visual cues.
- Interactive whiteboards are used with coloured backgrounds. Coloured transparencies are available for reading.
- Wobble boards are provided to support sitting on the carpet
- Laptops and writing boards are available to support writing
- Resources are labelled pictorially as well as in writing in some parts of the school

At Russell Street School we try to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practice and policies to meet the requirements of the DDA. All children have full access to the curriculum. Provision is personalised and there is a strong commitment to removing any barriers to learning. Children from vulnerable groups make good and better progress. Data is used rigorously to identify need. High quality provision is timely and effective. Inclusion is a key focus in the monitoring of teaching, learning and achievement.

Involvement

Russell Street School involves its staff and Governors in the writing of policies and development of provision for individuals or groups with disabilities. Children with disabilities, and their parents, are involved in the evaluation and continued development of provision.

Management, Coordination and Implementation

The entire staff of Russell Street School has responsibility for ensuring that the Disability Equality Scheme and Accessibility Plan are implemented effectively. The scheme is monitored and evaluated by the senior leadership team. The Governor team committed to this area of responsibility is the Pupils, Teaching and Learning Committee, the safeguarding and the SEN governors.

RUSSELL STREET SCHOOL: Action Plan 2016

Strand 1: Increasing the extent to which disabled pupils can participate in the school curriculum

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
Continued monitoring of the Provision Map and its impact for vulnerable children and those with a disability.	<ul style="list-style-type: none">Annual review of each Wave of the Provision Map, referring to tracking, intervention monitoring and pupil feedback.	SENCo and SLT.	Annually – September INSET	Provision to be evaluated via: learning walks, lesson study, tracking scrutiny, Leuven monitoring, pupil voice	
Continued embedding of inclusive practice in QFT, focussing on use of VAK techniques for establishing routines, sharing learning objectives and criteria for success.	<ul style="list-style-type: none">Staff training: observation of good practice through lesson study, learning walks	SLT, teaching staff.	Ongoing – sharing and developing best practice	Provision to be evaluated via: learning walks, lesson study	
Continued embedding of assessment strategies that ensure timely and well targeted teaching and interventions	<ul style="list-style-type: none">Whole-school emphasis on assessment for learning, particularly on effective questioning and self-assessmentAssessments of key	SLT, all teachers	July 2016	Evidence from lesson study, learning walks, pupil interviews, Leuven, teacher appraisal, assessment folders, learning journeys,	

	performance indicators in the new Primary Curriculum planned and used to inform provision			summative data	
Continued employment of Numbers Count and Reading Recovery teachers.	<ul style="list-style-type: none"> Budget to allow for continued employment Specialist teachers to support teaching staff with assessment and identification of children Specialist teachers to support curriculum development back in the classroom 	SLT, Bursar, ECar / ECC teacher	Ongoing March budgeting	Evidence from lesson study, learning walks, pupil interviews, Leuven, teacher appraisal, assessment folders, learning journeys, summative data	

Strand 2: Improving the physical environment

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
Improve accessibility of the orchard	<ul style="list-style-type: none"> Overgrown areas to be cleared Willow structure to be constructed with easy access Orchard to be suitable for forest school for children who are unable to access Park's Trust land. 	Forest school leaders, HT	September 2016	Observations, pupil voice, Leuven	
Develop quiet playground with access to activities that promote social and communication skills	<ul style="list-style-type: none"> Separate playground Construction, small world toys Toys accessible on tables as well as the floor Sand and other tactile materials Covered area for all weathers 	HT, KS1 leader, SENCO, Parents Association	July 2016	Observations, pupil voice, Leuven, analysis of behaviour incidents	

Strand 3: Information for disabled pupils which is provided in writing for pupils who are not disabled

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
Continue to develop non-verbal techniques for behaviour management and setting expectations.	<ul style="list-style-type: none"> Regularly review and share good practice, cascade to support staff Child involvement in developing strategies that work for them Observed in appraisal of QFT 	SLT, teachers, teaching assistants, nursery nurses, midday supervisors	Ongoing	Evidence from lesson study, learning walks, pupil interviews, Leuven, staff meetings	
Continue to develop the use of visual timetables and cues in every classroom	<ul style="list-style-type: none"> Central bank of resources shared by all staff to ensure continuity Regularly review and share good practice Buy resources as identified 	SLT, teaching staff.	Ongoing	Evidence from lesson study, learning walks, pupil interviews, Leuven, staff meetings	

Strand 4: Disability Equality Duty - Whole school actions

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
Staff and Governor training: To continue involvement in cluster group project to develop more effective provision management.	<ul style="list-style-type: none"> SENCo to attend liaison meetings SENCo to liaise with SLT re cluster group actions SENCo to implement SENCO to meet regularly with SEN governor Annual SEN report 		Annual	SENCo appraisal, termly leader report, meeting feedback, SEN report	
Policies: All school policies due for review to be reviewed and editing accordingly.	<ul style="list-style-type: none"> To compile list of policies for review and timescale To consult relevant government and local requirements and 	SLT, Governors	Annual	Use of list compiled to check policies reviewed when necessary. Relevant policies available on school	

	<p>guidelines</p> <ul style="list-style-type: none"> • To seek input from rest of staff where appropriate • To share amendments in staff meetings and with Governors 			website.	
<p>Attainment and data: Continue to interrogate Baseline, tracking data, RAISE, EYFSP to ensure effective provision and attainment for all pupils and particularly those with disabilities and vulnerable pupils.</p>	<ul style="list-style-type: none"> • Termly staff meeting to interrogate tracking data • Plans for children not attaining to be put in place • RAISE data to be interrogated and vulnerable groups to be identified, actions planned and put in place 	SLT, teaching staff	Termly	SLT to ensure interrogation of data and subsequent provisions and evaluations take place.	
<p>Involvement: To engage the involvement of children with disabilities, and their parents, in the evaluation and continued development of the school in meeting their needs</p>	<ul style="list-style-type: none"> • Children with disabilities to complete pictorial 'children's accessibility questionnaire' • Parents to complete questionnaire • SLT to collate and interrogate responses • SLT to identify actions in response to surveys • Actions to form part of next action plan 	SENCo and SLT.	Annual	SLT to reflect on progress when reviewing DES and AP.	