



Disability Equality Policy



Action Plan March 2015 – March 2018

1. Developing a more inclusive organisation - leadership and management

Objective	Strategies	Resources Required	Responsible	Overseen By	Success Criteria
To revise all policies and practice to further promote inclusion	<ul style="list-style-type: none">Continue to build accessibility considerations, in line with the Hanley Castle High School Disability Equality Policy, into all existing and any new school policies	<ul style="list-style-type: none">Time	SLT	Governors	All new policies written incorporating accessibility considerations
To raise the expectations for and of disabled pupils, and to support them towards ambitious targets	<ul style="list-style-type: none">To consolidate whole school target setting, monitoring and mentoring system	<ul style="list-style-type: none">TimeEngagement of Green TeamDesignate member of Aspire Team for data analysis	AP / DF	LC	90% of disabled pupils reaching HEMs / 70% reaching HATs

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2. Developing a more inclusive environment - physical access / hearing impairment

This section of the plan should be seen in the context of on-going process of development of the site and its facilities to meet the physical needs of all our users, including pupils, staff, parents, outside agencies and other visitors to the school.

Objective	Strategies	Resources Required	Responsible	Overseen By	Success Criteria
To provide accessible new facilities for sixth form students	Monitor construction of new sixth form centre to ensure all accessibility measures fully implemented	<ul style="list-style-type: none"> EFA funding Section 106 monies School contribution 	LC / EW	Govs Resources	New sixth form centre fully accessible when opened in June 2016
To ensure that relocated Aspire provision in Sixth Form House is accessible to disabled students	Audit accessibility at planning stage Provide access to ground floor for wheelchair users Plan provision to enable majority of provision to be accessible on ground floor	<ul style="list-style-type: none"> Funding for ramps outside and within building Existing disabled toilet facilities accessible in Humanities 	LC / EW / JW	Govs Resources	Ground floor of Sixth Form House fully accessible by September 2016
To ensure that existing specialist facilities in DT are available for disabled students, particularly those in September 2016 intake	Clearing of Art overspill from specialist area Assessment of any additional modifications required	<ul style="list-style-type: none"> SEND contribution 	LC / EW / JW	Govs Resources	Specialist facilities available from September 2016
Top improve acoustic performance of mathematics accommodation	Quotation received for modification of maths classroom Complete adaptations to ceiling	<ul style="list-style-type: none"> School contribution Funding from LA 	LC / EW	Govs Resources	Classroom modified for September 2016 Timetable modified to ensure that hearing impaired students allocated this classroom

Areas remaining under consideration (subject to funding):

- Visual and tactile signage – internal and external
- Door closers of appropriate type and minimum necessary opening pressure
- Replacement of mobile classroom – EFA bid submitted

3. Improving access to learning – developing a more inclusive curriculum

This section of the plan is designed to promote differentiation to provide all pupils with relevant and appropriately challenging work at KS3 and KS4, particularly for those pupils whose attainment falls significantly below the expected levels. It is clearly not an exhaustive document, but a starting point which outlines our minimum expectations, and some suggestions based on developing existing best practice at Hanley Castle High School. *It also applies to extra-curricular activities.*

Objective	Strategies	Resources Required	Responsible	Overseen By	Success Criteria
To raise the expectations for and of disabled pupils, and to support them towards ambitious targets	<ul style="list-style-type: none"> • To implement the new target setting, monitoring and mentoring system 	<ul style="list-style-type: none"> • Time 	AP/ JW / DF / Designated member of Aspire Team/HoDs	LC	90% of disabled pupils reaching HEMs / 70% reaching HATs
To build accessibility considerations into existing schemes of work	<ul style="list-style-type: none"> • Modifications for current students should be recorded in "interventions" on SIMS. • When SoWs are revised, these should be incorporated into the main body of the documents where appropriate 	<ul style="list-style-type: none"> • Time • Advice from Aspire, or access to other agencies through them 	HoDs	AP/JW/JBL	Gradual incorporation of adjustments into curriculum - ongoing
To build accessibility considerations into all new schemes of work	<ul style="list-style-type: none"> • Actively consider what modifications are required to improve access to all 	<ul style="list-style-type: none"> • Time • Advice from Aspire, or access to 	HoDs	AP/JW/JBL	All new SoWs written incorporating accessibility considerations where

	areas of the curriculum, and to build these into SoWs	other agencies through them			appropriate
To improve use of LSAs to support pupils with disabilities	To use existing best practice regarding LSAs, including: <ul style="list-style-type: none"> Using Lesson Planner sheets (laminated cards) Student groupings organised to make best use of LSAs in lessons 	<ul style="list-style-type: none"> Time, including department meetings 	All teachers	HoDs	LSAs effectively deployed Students' progress improved
To adapt teaching styles to learners' needs	Accessible range of work and activities, with challenge for all students. What follows are just a few suggestions: <ul style="list-style-type: none"> Differentiated starter activities – particularly those involving kinaesthetic learning Specific manageable activities for disabled students Adjustments to questioning techniques Alternative forms of presentation for assessed work Withdrawal only where appropriate 	<ul style="list-style-type: none"> Time Advice from Aspire, or access to other agencies through them 	All teachers	HoDs	90% of disabled pupils reaching HEMs / 70% reaching HATs
To adapt teaching materials to learners' needs	What follows are just a few examples:	<ul style="list-style-type: none"> Time Advice from 	All teachers	HoDs	90% of disabled pupils reaching HEMs

	<ul style="list-style-type: none"> • Use of materials with positive images of disabled children / adults • Writing frames / photocopied work to reduce writing / combat fatigue • Use of adjusted equipment • Symbols and images alongside text • Modified text e.g. enlarged • Dyslexia friendly texts • Use of ICT - portable computer / alphasmart etc. 	<p>Aspire, or access to other agencies through them</p> <ul style="list-style-type: none"> • Money for additional / adapted resources – please build into development plan requests for funding 			/ 70% reaching HATs
To ensure that all disabled students have access to educational trips and visits	<ul style="list-style-type: none"> • Trip leader to research and ensure that all aspects of trip – travel / accommodation / venue / activities – accessible or suitable for modification • Suitable risk assessments for all aspects of trip / visit completed in partnership with parents and teams working with child • DF/AP/JW to be consulted 	<ul style="list-style-type: none"> • Time - all paperwork to be submitted to DF three weeks in advance of trip (compulsory if overnight stay or any hazardous activities included) 	All teachers planning trips / visits	AP /JW/ DF	All disabled students participating fully in educational trips and visits

	<ul style="list-style-type: none"> • Appropriate use of LSAs to support inclusion in extra-curricular/education visits 				
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4. Improving access to learning - improving behaviour

Objective	Strategies	Resources Required	Responsible	Overseen By	Success Criteria
To reduce the impact of poor behaviour which may result from a disability	<ul style="list-style-type: none"> • Reasonable adjustments to behaviour management policy • Deployment of LSAs • Peer mentoring • Use of behavioural mentors (adult) • Time outs • Safe Haven / sensory room • Referral of disabled pupils to relevant outside agencies (e.g. CAMHS) • Counselling / emotional coaching • Student voice – School Council • Development of emotional literacy/shared and common language 	<ul style="list-style-type: none"> • Time • Involvement of outside agencies • Identification of adult mentors from within Aspire Dept/Key Stages. 	AP/JW SLT	LC	<p>Number of yellow slips for students with disabilities reduced</p> <p>All disabled students reaching minimum target levels / grades, many reaching school target levels / grades</p>

	<ul style="list-style-type: none"> INSET for Key Stage staff/LSAs/NQTs – regarding behaviour management/ safeguarding and mental health first aid 				
To reduce the number of exclusions of students with disabilities resulting from poor behaviour	<ul style="list-style-type: none"> Use of Aspire Staff Use of Aspire Dept for isolation purposes Aspire Club– safe haven at break / lunchtime 	<ul style="list-style-type: none"> All in place 	AP/JW	LC	<p>Reduction in number of fixed term exclusions for students with disabilities</p> <p>Zero permanent exclusions of disabled students.</p>

5. Developing a more inclusive organisation – meeting medical and personal care needs

Objective	Strategies	Resources Required	Responsible	Overseen By	Success Criteria
To improve the health and safety arrangements for students with disabilities inside and out of school	Measures to include: <ul style="list-style-type: none"> Completion of personal care plan in co-operation with parents, specialist nurse/school nurse Risk assessments 	<ul style="list-style-type: none"> Time Advice from Aspire, or access to other agencies through them 	HoDs All teachers	LC / EW	Levels of participation increased Any accidents minimised – risks controlled

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	<p>completed routinely - PE / drama / other lessons with practical activities</p> <ul style="list-style-type: none"> • Risk assessments completed for disabled pupils participating in educational trips / visits 				
To better meet students' medical needs	<p>Measures to include:</p> <ul style="list-style-type: none"> • New policy implemented (and reviewed) following consultation with parents and students • Staff made aware of health care plans • Provide supervision for self administration of medicine if appropriate • Staff training for students with specific medical needs • Effective systems in place to address medical emergencies • Training for and use of evacuation chairs • Annual epi-pen training • Regular communication with named specialist nurses 	<ul style="list-style-type: none"> • Time • Advice from outside agencies and healthcare professionals 	SENCO / Trained First Aiders	LC	Students' minimum medical needs met and exceeded

	<ul style="list-style-type: none">• Termly meetings with school nurse to discuss vulnerable students.				
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