



Staffordshire University Academy Trust		SEAC Disability Equality Scheme and Accessibility Plan (Adapted from SUAT Trust Policy Document)				
Approved by:	SEAC LAC	Issue Date:	July 2022	Review Date:	July 2023	
Policy Owner:	Inclusion Leader/Mrs Erica Clifford					
Audience:	LAC	<input checked="" type="checkbox"/>	Trustees	<input type="checkbox"/>	General Public	<input checked="" type="checkbox"/>
	Staff	<input checked="" type="checkbox"/>	Parents	<input checked="" type="checkbox"/>	Pupils	<input type="checkbox"/>

Ethos and Context of Our Academy

St Edward's Academy Cheddleton (SEAC) is a Church of England school and has the values promoted by Christ, as shown in the Bible, at its heart. Our Christian Distinctiveness is embodied in what you see, hear and feel through our academy ethos, culture, values and curriculum. We are an inclusive academy where all God's children, and adults, are treated with dignity and respected for difference, diversity and ways of living. We encourage all members of our community to grow and flourish within the context of our Christian belief and practice regardless of challenges, age, ethnicity, gender, identity, learning difficulty, nationality, religion, sexual orientation or disability.

Our Vision

We will teach wisdom, model and expect respect for all. We will nurture compassion, responsibility, courage and perseverance, equipping our children for life in all its fullness as honest adults in our diverse and ever changing world. We aspire to work collaboratively with our academy, Multi-Academy Trust, local, national and global communities as by...

Learning and Caring Together '...they will flourish in the courts of our God' (Psalm 92:13)

This scheme / plan takes into consideration the following policies and documents: [Valuing All God's Children](#) - Church of England (Summer 2019)

It was adapted for St. Edward's CE Academy Cheddleton, following a review of [SUAT's Disability Equality Scheme and Accessibility Plan \(2021-2023\)](#).
https://www.suatrust.co.uk/images/image_gallery/policies/1612519427.pdf

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1. Trust Ethos, Vision and Values

1.1 Disability Equality Mission Statement

At St Edward's Academy Cheddleton we are committed to ensuring equality of opportunity for:

- pupils with disabilities in relation to education and associated services;
- staff with disabilities in relation to employment rights, conditions and opportunities;
- and all parents and members of the local community with disabilities in relation to additional services offered by or at our academies.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our academies.

In particular, the achievement and participation of pupils and pupils with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We will make reasonable adjustments in relation to teaching and learning and wider aspects of academy life to make sure that the educational environment is as accessible as possible.

We will use our accessibility planning duty to ensure that there is a rolling programme of improvements over the next three years in relation to access to the curriculum, access to information for both pupils and their parents and access to all of our Academies buildings, their facilities and amenities for all.

We will seek to foster a positive response to disability among all members of our Academy's community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

At SEAC, we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our communities. In making this assertion, we subscribe to the social model of disability outlined within [the Disability Equality Duty \(DED\)](#).

1.2 Background Information

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

It extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

[The Disability Discrimination Act of 2005](#) (DDA) placed a general duty on schools, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;

- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This general duty is also known as the Disability Equality Duty (DED).

A specific duty under the 2005 legislation required all schools to produce a Disability Equality Scheme and an associated action plan covering a three-year cycle. This is the substance of the rest of this document.

1.3 SEAC’s Strategic Priorities

SEAC is committed to achieving a level of excellence which ensures the success of every student. Ensuring the success of every student requires pupils who are responsive to learning, staff who are committed to the success of all pupils, and all parents to be supportive of the educational process.

Mission Statement

To enable pupils to achieve their full potential and become equipped to lead a successful adult life.

SEAC Aims

To encourage pupils to grow to their full potential and to develop confidence and pride in their achievements, so they can achieve emotional and economic well-being.

To promote a culture of high expectations so that pupils can make a positive contribution to society.

To provide a broad and balanced curriculum enabling all pupils to follow an appropriate pathway which helps them to develop as lifelong learners.

To give all pupils equal opportunities so that they receive access to high quality education, regardless of race, gender or disability.

To encourage pupils to develop and maintain positive relationships and reasoned, informed attitudes, values and beliefs.

To foster links with our academy’s communities and beyond and to promote a tolerance of different beliefs and cultures.

To enable pupils to explore their spiritual, cultural and moral development.

To encourage pupils to make healthy choices in relation to their lifestyle.

1.4 Strengths & Areas for Development

SEAC recognises that it has both strengths and areas for development to ensure that all pupils, staff, parents, visitors and volunteers are not discriminated against due to their disability.

Strengths	Areas for development
Academic mentoring	Identification of disabled parents / carers
Pastoral support system and staff	Physical environment (needs specific)
Physical environment	Accessibility (needs specific)
Accessibility	

Sensitivity in the way in which the academy addresses the issue of disabilities	Stakeholder consultations
SEN staff and resources	
Consultation with external agencies	
Access to counselling and Social, Emotional Mental Health (SEMH) provision	
Priority invitation for extra-curricular activities	
Further promotion of disability awareness in the curriculum	
Communication via Class dojo, website and newsletters	

2. The General Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of the life at SEAC and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme.

3. The Specific Duty

3.1 Involvement of Disabled People in Developing the Scheme

SEAC aims to consult disabled pupils, staff, parents and disabled members of the community who may use the Academy's facilities, through:

- Involvement when developing the site for specific needs / requirement.
- Involvement in/with the pupil council.
- Encouraging pupils/ staff visits from and to Springfields, Cicely Haughton and / or Horton Lodge as appropriate.
- Communication in the newsletter, on the website and on Class Dojo.
- Consultative staff and pupil questionnaires.
- Consultation with external agencies i.e. Visual/ Hearing Impairment Services, Behaviour Support, Physical Difficulties support services, Home Start and the Staffordshire Moorland SEND Hub.

We continually review the results of these consultations, consider the views expressed and include these in SEAC's Accessibility Plan (Appendix 1) and also on our [school website](#).

At SEAC we identify all pupils with SEN and/or a disclosed disability and records of their progress are kept on our SEND Provision Map. Any individual feedback from pupils, parents or carers regarding specific actions taken to involve pupils and the outcomes that have been achieved are recorded within the child's My Year of Learning reports.

SEAC recognises that pupils with a disability may face a range of barriers and discrimination. We will, wherever possible, endeavour to remove any barriers to disabled pupils, even if this means treating the student more favourably. We do not tolerate discrimination or bullying on the grounds of disability.

3.2 Developing a voice for disabled pupils, staff and parents/carers

SEAC is committed to involving disabled pupils, staff, parents and carers in review meetings of this policy. The focus groups potentially developed under section 3.1 will meet on a regular basis, no less than bi - annually, and individuals will continue to be consulted, to further develop the Accessibility plan and to monitor the action taken by the academies in progressing the action plan. This process will be overseen by the Local Academy Council (LAC) representative for SEND (Pam Kinshott).

3.3 The Local Academy Council (LAC)

All nominations received to become a member of SEAC's Local Academy Council are treated equally. Disabled representatives are welcomed and proceedings are made accessible. The parent members of SEAC's LAC are accessible to all parents and their contact details are made available. Regular articles in SEAC's newsletter clarify the LACs role and explain how it contributes to the life of the Academy.

3.4 Removing barriers

SEAC, continues to be proactive in removing barriers to disabled pupils and members of the community that may wish to access our facilities. Please refer to SEAC's accessibility plan which is included in Appendix A below and is also available on our website. Action already taken includes:

- Car park space / access.
- Wheelchair accessible bathrooms.
- Wheelchair accessible lifts, giving access to all floor levels, where there is more than one storey.
- Increased access to ICT provision where necessary. Including the loan of equipment from specific agencies.
- Availability of academy literature in different formats when requested.
- Changes to the timetable to ensure accessibility.
- Specialist equipment made available to staff / pupils.
- Disability awareness training is made available to staff on a regular basis.
- Additional consultation with parents of disabled pupils / advisors / health and safety experts prior to admission to begin planning arrangements.
- Adapting the environment to ensure that it is visually accessible for pupils with impairments.
- Differentiation and adaptation of work to suit the individual needs of all pupils. E.g. different fonts, bold lines, no colour or additional images.

3.5 Disability in the Curriculum, including teaching and learning

SEAC encourages positive attitudes towards people with disabilities. Our staff are aware of our disabled pupils' needs and adjust resources and teaching styles for these pupils wherever required.

As with other schools in SUAT, SEAC acknowledges that a more thorough understanding of 'disability' needs to be developed within our curriculum. In response to this, we aim to raise the profile of disability through our effective PSHE curriculum and awareness raising days.

3.6 Eliminating harassment and bullying SEAC's harassment and bullying policy is explicit in how discrimination, bullying, harassment of disabled children and adults will be dealt with.

3.7 Reasonable Adjustments

Where a reasonable adjustment is made the individual (and their family) will be consulted in order to assess its effectiveness.

3.8 Academy Facility Lettings

Each Academy makes facilities and resources available on a lettings basis to all members of the community. Where possible requested facilities will be made available on the ground floor and additional reserved parking will be provided.

3.9 Contractors and Procurement

Contractors and procurements are chosen from approved lists, often using the County Council's DES.

In addition, Chartwells promote a range of foods e.g. vegetarian, gluten/wheat/dairy free. These can be made available for pupils through their pre-order system.

3.10 Information, Performance and Evidence

3.10.a. Pupil Achievement

Assessment data is recorded for all pupils' achievements including those with SEN or a disability. In addition, Pupil Passports and EHC Plans include information relating to pupils' SEN or disability. Pupil Passports are accessed electronically, and are updated by the class teacher as part of the Assess, Plan, Do, Review cycle (6-weeks). This includes any progress information about a child with additional needs. This will be monitored by the Special Educational Needs Coordinator (please refer to the SEND report and policy). A SEND register is maintained and updated no less than every half-term. Records are kept that show individual assistance that each pupil is receiving and procedures are in place to map and assess provision (i.e. 1:1 or in-class support). This is included within our SEND Provision map. Annual and transition reviews of pupils with SEN and disabilities are conducted and include meetings with parents, staff and external agencies as required.

3.10.b Admissions, Transitions, Exclusions

Pupils with disabilities are not over represented in SEAC's exclusion figures. Pupil admission forms ask parents/pupils in a sensitive manner to disclose any disability (including their own or their child's) in order to enable us to offer best support. At SEAC the Phase Leader of the Early Years Foundation Stage discusses each new intake with feeder provisions. This includes liaising with student welfare staff and Special Educational Needs Coordinator (SENCo). The Inclusion Leader is notified about any child with a special educational need and / or disability. The Inclusion Leader then supports staff and ensures that appropriate follow up actions are completed. This includes in depth discussions with the previous setting, parents, outside agencies and new class teacher.

For all other in-year transfers the office will refer any families with children identified as having a physical disability / need to the SEND team. The SENCO will contact the family to discuss needs. These needs and whether we can make reasonable adjustments to meet them will be discussed at a Senior Leadership Team level immediately. The SEND team will then contact the family and Staffordshire County Council to discuss next steps.

For transitions from our school to another school setting, the SENCO will share all information about the child with the SENCO at the other school setting. At this meeting, the SENCOs will also discuss reasonable adjustments that have been made to date.

Any pupils with particular disabilities are invited with their parents to take a tour of SEAC and meet their new class teacher and the Inclusion Leader/SENCo wherever possible. A transition plan is always agreed and actioned.

3.10.c Social Relationships

At SEAC we have 6 same age year group classes and 2 mixed age classes. All children are taught within these classes. There are opportunities for children to interact with other friends at play times and lunchtimes wherever possible. Additional after school clubs are also offered where children can develop further social relationships. If this is identified as a target within a child's pupil passport, then specific individual adjustments are made.

3.10.d Employing, promoting and training disabled staff

SEAC is an equal opportunities employer that has a workforce that is representative of its local communities. In line with Staffordshire County Council's recruitment and selection procedures, we operate an interview guarantee scheme for any disabled applicant meeting all of the selection criteria. Candidates invited to attend for interview are also asked if they have any special requirements that will enable them to attend.

3.11 Impact Assessment

Impact assessment will take place following any action taken.

SEAC will continue to monitor each of its policies and procedures upon review, and upon reflection of additional information included within relevant SUAT / Government / DfE documents. The DED will be considered at each stage of the process.

3.12 Reviewing/Monitoring

The Accessibility plan will be reviewed by the Inclusion Lead and Local Academy Council Link no less than annually.

Action will continually be taken to increase the number of disabled pupils, parents / carers and members of the community who are involved in focus groups.

This Disability Equality Scheme will be revised every three years or earlier if appropriate.

Member of SEAC Staff Responsible:

Erica Clifford/Inclusion Leader

Designated Member of LAC:

Pam Kinshott

Appendix 1



Staffordshire University Academy Trust		SEAC Disability Equality Scheme and Accessibility Plan (Adapted from SUAT Trust Policy Document)				
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SEAC Accessibility Action Plan 2021 - 2023

Aims

- a. To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b. To increase access for those with a disability to the physical environment of the Academy, the curriculum and ensure equality in regards to access to information
- c. To evaluate and report to parents on the success of the action plan in meeting its targets

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>

<p>Further develop systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates</p>	<p>An annual survey of pupils and staff will be completed as routine.</p>	<p>PDBA lead SENCo</p>	<p>On-going 2021-ongoing</p>	
<p>Further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.</p>	<p>The APDR cycle is embedded and monitored effectively. Staff have a developed understanding of the graduated response to SEND. Monitor the impact / implementation of Pupil Passports and class support (including the deployment of child champions) Ensure equal opportunities for all in after school clubs.</p>	<p>SENCo SENCo /HXCL lead SENCo / Class teachers</p>	<p>ongoing ongoing termly ongoing</p>	
<p>Further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to Trust Board and LAC</p>	<p>Monitoring of lessons / individual children is completed as routine to ensure the accurate implementation of reasonable adjustments. Annual report to LAC.</p>	<p>SENCo</p>	<p>2021-ongoing On-going</p>	
<p>Publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.</p>	<p>An annual report is created and shared with parents as standard in relation to progress made towards achieving the targets in the Accessibility plan.</p>	<p>PDBA lead</p>	<p>On-going</p>	

Agree targets in three key areas and ensure that these are included within the Academy Development or Improvement Plan and that resources are identified to ensure their implementation	Targets are agreed and included in the Academy Development plan. Costings agreed for budgetary purposes	SLT	On-going	
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<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
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A. Increase access to the curriculum by:	Children have an increased awareness in relation to disability.	SENCo / Child Champion Lead	On-going during 2021-2023
	The PSHE curriculum contains coverage of types of disability.	PSHE coordinator	Summer 2021
	There is a better awareness of disability with Subject Leaders, Phase Leaders, Class teachers and Child Champions	SENCo staff meetings, briefings, emails	On-going
	Staff receive appropriate CPD.	SENCo / Child Champion Lead	2021-ongoing
	All children experience "Outsiders days" to raise awareness and involve disabled pupils and adults from the community.	PDBA lead / Home School Community Link Lead	On going
	The role of the Child Champion is embedded within school and is understood by all stakeholders.	Maths Lead / SENCo	By end of 2022
	Establish links with other schools in relation to language, demographic area and needs.	MFL lead, PDBA lead	By end of 2023
	All children with SEND will make good / accelerated progress from starting points in maths.	Teachers / SENCo	Termly

	<p>The Assess, Plan, Do, Review cycle is embedded.</p> <p>Attendance procedures continue to be embedded and reported to LAC.</p>	<p>Teachers / SENCo</p> <p>PDBA lead / HSCL lead</p>	<p>Termly</p> <p>Termly</p>	
<p>B. Increase access to the physical environment by:</p>	<p>Audit of provision / physical environment to be an ongoing process.</p> <p>Any short-fall addressed in Asset Management Plan</p> <p>Physical Environment is adapted to suit any individual requirements.</p> <p>Ensure that the physical environment is accessible and safe for all. Report any repairs needed as necessary.</p>	<p>PDBA lead / external agencies</p> <p>SLT</p> <p>SENCo</p> <p>SENCo</p>	<p>2021-ongoing</p> <p>On-going</p> <p>As required</p> <p>Termly</p>	

Increase access to written materials by:	Key Stage planning meetings include a discussion about differentiation as routine.	Phase Leader	2021-ongoing	
	Pupil Passports are working documents. All stakeholders understand targets and actions contained within them. There is a robust cycle of APDR. All information is stored immediately on a secure area within SharePoint.	SENCo	2021-ongoing	
	The update and sharing of the additional needs provision map are completed as routine.	SENCo	September 2021-ongoing	
	Updates are given as routine to staff / parents / children following consultations.	SENCo	Ongoing	
	Provision for SEND is audited. Any shortfalls are addressed.	SENCo / SLT	Ongoing	
	Actions taken written into all SEFs	PDBA lead	Ongoing	
	Disabled parents / carers are identified and supported.	Office / EYFS phase leader	As required.	

Aims a) To increase the involvement of those with disabilities in deciding action that impacts upon them. b) To increase access for those with a disability to the physical environment of the Academy, the curriculum and ensure equality in regards to access to information c) To evaluate and report to parents on the success of the action plan in meeting its targets.

Aim - Increase participation in the curriculum

Success criteria	Action	Lead	Timescale	Monitoring
Children regardless of ability make good or accelerated progress from their starting point. To maintain and further develop systems for monitoring the impact of reasonable adjustments.	QFT. Pupil Progress - Identifying barriers and narrowing / closing gaps. Tracking groups / specific individuals through provision maps and individual case studies. Establish child champions and embed role in school. Triangulation of book scrutiny, lesson observations & outcomes. Report annually to the LAC. Reasonable adjustments to classroom & resources. Focused interventions matched to individual needs.	Teachers / child champions	Ongoing 2019-2021	Additional needs provision map created to monitor the interventions and progress of all vulnerable children. No case studies needed. Child Champion role requires further development in 2021-2023 All other actions completed.
All children have equal access to the curriculum Views of all stakeholders will be collected in relation to reasonable adjustments made.	QFT. Assessment for learning. Learning without Limits. Brain Friendly strategies. Early identification of needs & current staff expertise. Advice from relevant agencies as appropriate. Evaluate the impact of advice / actions. CPD for staff to develop expertise / awareness.	SLT, teachers, child champions, outside agencies	2019-2021 – ongoing as necessary	No longer follow the learning without limits approach. We are now developing the mastery approach. Assess, Plan, Do, Review approach requires embedding in 2021-2023. All other actions complete.
	Ensure the views of all stakeholders fully involved at all times – pupil passports, questionnaires, surveys, forums etc. Report annually to the LAC.			

<p>SEAC will engage positively with people from different backgrounds.</p> <p>All stakeholders will have an improved understanding of British Values, disabilities, culture, religion and discrimination.</p>	<p>Raise Awareness of disabilities, different cultures, religions through organised assemblies, events, lessons, trips</p> <p>Subject leaders to source information about local, national and world-wide events and plan in to school calendar as appropriate</p> <p>Annual report published to parents on the success of these actions in reducing discrimination</p> <p>Ensure PHSE / British Values schemes of work are appropriate to our school curriculum and being taught regularly.</p> <p>Ensure continued links with Madrid</p> <p>Ensure continued / developed links with local churches</p> <p>Develop links with alternative school</p> <p>Awareness raising assemblies / lessons / staff CPD Visitors - to raise awareness and involve disabled pupils and adults from the community.</p>	<p>Subject leaders</p> <p>Teachers</p> <p>Child champions</p> <p>LAC</p>	<p>Ongoing – see PDBW plan for further details</p>	<p>Increased awareness achieved. This is a SUAT target for 2021 – 2023 so will be included in the accessibility plan for this period.</p> <p>New curriculum planning continues to be developed.</p> <p>Links with other schools are being developed.</p> <p>All other actions complete.</p>
<p>School council/ School forum meeting notes reflect priorities with ADP</p>	<p>Pupil Council elected and meetings take place regularly</p> <p>Minutes taken</p> <p>Involvement in decision making processes of the school.</p> <p>Parent forums for different subject areas established and working fully.</p>	<p>Pupil Council champions</p> <p>Teachers</p>	<p>2019-2021 – ongoing</p>	<p>Parent forums require further development.</p> <p>All other actions complete.</p>
<p>Attendance will be in line with or better than the National Expectation of 96%</p> <p>Punctuality of all children will be improved</p>	<p>Fortnightly attendance meetings / PDBW team</p> <p>Appropriate correspondence with parents</p> <p>Attendance clinics with parents of children who are PA.</p> <p>Ensure that children have continued access to education if absent due to medical needs</p> <p>Early Help Assessments completed and actioned</p> <p>PDBW assistant to be ‘seen’ in the morning. Questioning children / parents regarding lateness. Make phone calls home immediately regarding absence.</p>	<p>PDBW team</p> <p>Office staff</p>	<p>2019-2021 ongoing</p>	<p>Attendance procedures affected by COVID. Routines have been established.</p> <p>Attendance of SEND children continues to be above 96%.</p> <p>All actions completed.</p>

All children will be included in all aspects of school life wherever reasonably possible.	All out of school activities/trips / residential are planned to ensure that reasonable adjustments have been made. Audit current extra-curricular provision. Develop alternative provisions whilst considering work life balance of staff Ensure children from vulnerable groups have priority of access to certain extra-curricular activities Ensure all risk assessments are completed and in place within the relevant timescale. Purchase additional resources as necessary Ensure all out of school activities comply with current and future legislative requirements	Leader of trips / residentials CF / SM JC	2019-2021 ongoing 2019	All actions completed. COVID impacted on 2020-2021 provision.
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Aim - Increase access to the physical Environment

Success criteria	Action	Lead person	Timescale	Monitoring
To create a better transition between classrooms throughout the school.	The layout of KS1 & KS2 will be changed to enhance the transition processes within and between Key Stages.	SM, SUAT, SLT	2019-2020	All actions completed.
The outside environment will be a safe place for children and adults to be.	Identify dangers and report to site technician immediately. Initial identifier to ensure that dangers have been rectified. Complete termly clean-up of leaves / mud etc on all fire escape routes especially the steps.	Identifier Site technician SLT	2019-2021	All actions completed.

SEAC will continue to be a fully inclusive school.	<p>Ensure all children have the relevant equipment and resources for day to day use.</p> <p>Review resources provision annually or on an individual needs basis.</p> <p>Ensure the functionality of all specialist equipment on a termly basis if not in constant use. Report any malfunctions to the office / SLT / site manager as appropriate.</p> <p>EHCP annual reports will be completed and shared with all relevant parties.</p> <p>Pupil passports will be written and shared regularly with parents, children and relevant staff.</p>	<p>Teachers</p> <p>PDBW team</p> <p>Office staff</p> <p>SLT</p> <p>Site manager</p>	2019-2021	<p>All actions completed.</p> <p>EHCP risk mitigations in relation to COVID also completed and shared regularly.</p> <p>Pupil passports and ADPR approach implemented.</p> <p>Continue to monitor through accessibility plan to ensure that it is embedded.</p>

Aim – Increase access to written materials

Success criteria	Action	Lead person	Timescale	Monitoring
All written materials will be accessible for all.	<p>Increase access to written materials by:</p> <p>Raising awareness in every subject area</p> <p>Following suggestions within EHC Plans</p> <p>Convert written information into other formats where necessary – e.g. coloured paper, alternative fonts, electronically using text to speech tools</p>	<p>Subject leads</p> <p>PDBW team</p> <p>Class teachers</p> <p>Office staff</p>	2019-2021 ongoing	<p>All actions completed.</p> <p>Communication with parents now completed via class Dojo.</p>

	<p>Ensure that all documents use a dyslexia friendly font type, size, and colour.</p> <p>Ensure all previous copies of letters are accessible - within class bags, folder within entrance.</p> <p>All IWB's use dyslexia friendly backgrounds and fonts. The readability of all information is assessed prior to stakeholder access.</p> <p>Adaptations are made for individual need where necessary.</p> <p>Gain advice, when necessary, from appropriate agency, e.g. AOT about alternative formats and use of IT software to produce customised materials.</p> <p>Ensure that the delivery of school information to pupils & parents with visual / hearing / sensory difficulties is consistent.</p>			
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Additional Actions

Success criteria	Action	Lead person	Timescale	Monitoring
<p>Collaborate with local mainstream and special schools to agree on action to support those in the academy community with a disability in line with DDA duties.</p> <p>Joint</p> <p>Increase knowledge of disability and disability</p>	<p>Attend all DIP meetings</p> <p>Refer children to the LEEK SEND Hub as necessary.</p> <p>Attend all SENCO update meetings at SUAT / LEP</p>	<p>EC</p>	<p>Regularly throughout the year</p>	<p>All actions completed.</p>

<p>legislation of lead person in order to facilitate the raising of the awareness of whole Academy regarding duties.</p>				
<p>Undertake audit of academy policies and procedures to establish baseline of present level of disability discrimination</p>	<p>Audit completed Policies reviewed regularly. Check in line with Government guidelines and SUAT</p>			<p>All actions completed.</p>