



Mossford Green Primary School
Disability Equality & Accessibility Action Plan 2019-2021

Objective	Action	Actioned by	Timescale	Resources	Success Criteria	Evaluation
To improve physical access to building	Review of classroom and toilet access for disabled pupils and staff.	HT/SENCO	Ongoing	DFC	Areas to be improved are identified and made accessible	School environment check
To provide a range of strategies that can be used to improve accessibility to curriculum	Arrange training sessions to raise awareness of disabled children's needs and ways in which they can be met relevant to the existing profile of pupils	SENCO	Ongoing	External agencies as providers of support and advice	Staff use a variety of strategies to make the curriculum more accessible to children with disabilities. Differentiated materials available	Disabled pupils have full access to curriculum as seen in pupil reviews, lesson observations and other monitoring
Encourage participation in the life of the school by members of the school community considered to have a disability	Ensure that the planning of activities/ events take into account the needs of the members of the community considered to have a disability	HT All staff	Ongoing	Resources specific to individual needs	All members of the community can participate in all aspects of school life	Observations of practice Feedback from school community
Promote equality of opportunity for people considered to have a disability	Interview applicants who meet the minimum requirements within a job specification irrespective of any disability	HT/DH	Ongoing		Short-listed candidates include applicants who may be considered to have a disability	Monitoring of recruitment short-lists

<p>Take steps to meet the needs of those with a disability on an on-going basis</p>	<p>Ensure identified needs are met e.g.</p> <ul style="list-style-type: none"> • Hold parents' meetings on the ground floor when necessary • Ensure all building works remove barriers to those with disabilities • Provide special facilities for pupils with disabilities as necessary – feeding, toileting, personal hygiene 	<p>HT All staff</p>	<p>As need arises</p>	<p>Resources specific to individual needs</p>	<p>School responds effectively to needs of members of community considered to have a disability</p>	<p>Parent and pupil feedback</p>
<p>Eliminate harassment of those considered to have a disability</p>	<ul style="list-style-type: none"> ▪ Include in ongoing anti-bullying work and anti-bullying week 	<p>PSHCE subject leader School leadership team</p>	<p>Ongoing</p>	<p>Positive image resources</p>	<p>Negative actions against those with a disability are challenged and reported to the leadership team</p>	<p>Feedback from staff, pupils and parents</p>

Reviewed by Governing Body Spring 2019
Review Due: Spring 2022