

WALTON HALL ACADEMY

IMPACT OF DISABILITY EQUALITY SCHEME

AND

DIVERSITY PLAN

2015-2018

Developed:

Revised: 9th
November 2015

Review Date:
July 2018



Walton Hall Academy: Impact of the DES/AP 2015 – 18.

<p>The purpose and direction of the schools plan: vision and values.</p>	<p>Increased knowledge and understanding of the need for differentiated teaching materials. Robust lesson monitoring ensures Assessment for Learning (AFL) is central to quality first teaching. Greater collaborative working within the Multi Academy Trust. PM targets driving collaboration within the Academy. INSET planned for whole MAT. Joint MAT leadership team drive programme of collaborative monitoring to ensure improvement in standards and improve outcomes for all students.</p>
<p>Information from pupil data and school audit.</p>	<p>To ensure attendance remains at or improves from 92.31% (2014 – 2015) (but increases to 94.36% when student absences for those with highly complex needs are removed). All staff SCIPr trained and refreshers are held annually. Staff successfully using positive behaviour strategies. Student Voice group are very active and involved in positive planning. All staff have Level 1 Autism training and opportunity to complete Level 2 Autism training.</p>
<p>Views of those involved in developing the plan.</p>	<p>Positive feedback from a range of stakeholders to be found in the academy "Thank you" folder in reception and on the academy website. Chair of Academy Council has knowledge & understanding of the DES/AP.</p>
<p>Increasing the Participation of pupils in the curriculum.</p>	<p>New accreditation routes are increasing breadth, choice and level of participation for all students . Use of cross MAT accreditation, staff support and facilities increasing choice and participation. All classes have IWB, access to signing and symbol software and Read Write Gold (document reader). Students have individual support as necessary. 1:1 staffing is in place where appropriate to support individuals. Increasing the numbers of staff minibuss drivers. Improved vocational timetable including cross MAT opportunities. Appropriate home learning is set for ALL students and communicated to parents. Flexible Programmes of study for those students who have difficulty in engaging fully with the curriculum.</p>
<p>Improving the physical environment of the school</p>	<p>Physical improvements are ongoing. New library created for KS3; bids ongoing for outside play equipment; sensory equipment and outside classroom space. Creation of Forest School environment. Shaw Trust Horticulture Enterprise located on our site and accessible to all students.</p>
<p>Improving the access to printed information to those with a disability</p>	<p>Read Write Gold software on teachers' laptops and classroom machines. Information about recent events on screen in entrance; YouTube channel dedicated to performances at Walton Hall Academy (accessed via link on Website and on dedicated YouTube channel. TEXT messaging to parents as part of SIMs. Opportunity for conference calls or home visits for parents unable to attend parents evenings or review meetings. IWBs in all rooms.</p>

4) DES/AP action plan Dec 2015 - 2018

Aims

- a) To further 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 school, 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

Action	Success criteria	Lead person	Timescale	Monitoring
Further develop systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parents and advocates	Data collected on annual parent/carer questionnaire. Publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.	Academy Principal Deputy Principal and Assistant Principal	2015 -18	MAT to monitor termly/annually as appropriate
Further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.	Positive outcomes from termly data analysis of student progress, cohort review and positive behaviour data will evidence that no cohort is being disadvantaged. Analysis of educational visits and residential activities reveal no disadvantage	Academy Principal Deputy Principal and Assistant Principal Middle Managers Data Manager	Termly 2015 -18	Annual monitoring and benchmarked against other MAT academies
Further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to Academy Council/governors	Improved data analysis of different Cohorts benchmarked against transition matrices and across the MAT. Academy analysis will identify that pupils are making expected progress or better than expected	Academy Principal Deputy Principal and Assistant Principal Middle Managers Data Manager	Termly 2015 -18	Termly monitoring benchmarked across MAT
Publish annual reports to parents on the success of the action plan in reducing discrimination and identification further targets.	Newsletter to report on DES/AP with an annual review posted on the Academy's website	Academy Principal Deputy Principal and Assistant Principal Middle Managers Data Manager	2015 -18	Reports in Newsletter

Aims

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- b) To increase access to the physical environment of the school, the curriculum and ensure equality in regards to access to information
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Action	Success criteria	Lead person	Timescale	Monitoring
Increase knowledge of SLT and Middle Managers and SET board members of disability and disability legislation in order to facilitate the raising of the awareness all staff	Knowledge of new SEND code of practice training attended and disseminated to all staff and SET board.	Academy Principal	Summer 2015 Autumn 2016	All staff aware of current legislation
Undertake audit of SET MAT policies and procedures to establish baseline of present level of disability Discrimination across MAT	All policies in line with MAT expectations, disseminated to all employees and SET board.	Academy Principal	Spring 2016	Policies in place and ratified by Academy Council with relevant policies on the Web site
Agree targets in three key areas and ensure that these are included within the School Improvement Plan and that resources are identified to ensure their implementation	Targets agreed and implemented.	Academy Principal	Autumn 2015	SIP completed
Increase access to the curriculum by:	Appoint Key Stage Managers for each Key Stage	Academy Principal	Summer 2015	Staff appointed
<ul style="list-style-type: none"> • Reviewing all external Accreditation • widen the range of suitable programmes of study in all curriculum areas for each key stage • Embed DR ICE across the academy • Link with other educational establishments to share resources/expertise 	Establish and effective and accountable Middle Leader team	Academy Principal Deputy Principal Assistant Principal	Autumn 2015 ongoing	Monitoring and impact studies
	Identify aspiring Middle Leaders and offer opportunities for training to develop them.	Academy Principal Deputy Principal Assistant Principal	Autumn 2015 ongoing	Staff identified and accessing training
	Develop a new curriculum in light of Life without Levels and ensure broad and balanced	Academy Principal Deputy Principal Assistant Principal Middle Leaders	Autumn 2015 Ongoing	New curriculum in place

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	Identify 2 target groups for Achievement for All to close the gap in Literacy; reading and Maths	Academy Principal Deputy Principal Assistant Principal Data Manager	Autumn 2015 & Autumn 2017	Gap closed for identified target groups: DATA reports
	Personalised PM targets for staff	Academy Principal Deputy Principal Assistant Principal	Autumn 2015	Completed PM's
	To develop Vocational options across the MAT for KS 4 and KS5 and enrichment opportunities for KS3 to help inform vocational options for transition to KS4 in Sept 2016	Academy Principal Deputy Principal Assistant Principal	Autumn 2015	MAT programmes of study in place and increased breadth of accreditation
	Monitor and evaluate these opportunities and refine for 2016 – 2017	Academy Principal Deputy Principal Assistant Principal Middle Managers	Summer 2016 Summer 2017 Summer 2018	Revised MAT programmes of study in place and increased breadth of accreditation
Increase access to the physical environment by: <ul style="list-style-type: none"> • Developing bids enhance and increase teaching spaces both indoors and outdoors • Develop bids to enhance the outside spaces • Rolling programme of refurbishment to classrooms to enhance quality of space 	Senior Leadership to collaborate with Shaw Trust Project Management Team Senior Leadership to secure funding through fundraising and bids. Bids successful and environment improved. Outside play areas across the academy improved Forest school established Sensory Trail created Outside teaching spaces provided and	Academy Principal Deputy Principal Assistant Principal Middle Managers	Autumn 2015 and ongoing	Improved physical Environment

	utilised to maximum			
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Increase access to written materials by:				
Ensuring written material matches student reading levels	All curriculum resources are accessible to all students. Audit of student need and staff training	Middle Managers Vice Principal Assistant Principal	Ongoing	Document scrutiny and Monitoring exercises
Use of symbols and signs suitable for individual students where appropriate				
Further develop use of Read Write Gold	Students accessing RWG as necessary and trial Pen reader – increase use if successful	Middle Leaders Senior Leaders	Autumn 2015	Monitoring cycle
Introduce / pilot Pen Readers				
Access arrangements applied for where appropriate	All students have access arrangements in place	Middle Managers Senior Leaders	Autumn 2015	Register of access arrangements
Readability of Academy information				
Readability of Newsletters	Academy information accessible Newsletters are accessible	Middle Managers Exam Officer	Ongoing	Physical evidence Feedback from stakeholders
Provide newsletters in alternative formats				
Ensure parents know how to access written material in appropriate language	Website signposts parents successfully	Middle Managers Vice Principal Assistant Principal	Ongoing	Register of additional support
Use interpreters where necessary	Meetings are meaningful and accessed by all parents / carers	Middle Managers Vice Principal Assistant Principal	Ongoing	Register of additional support
Meaning full displays of student work	Displays are meaningful to all	Middle Managers Vice Principal Assistant Principal	Ongoing	Monitoring reports

