

Disability Equality Action Plan Oakhurst First School 2007 - 2010

| Target | Strategy | Outcome | Timeframe | Achievement |
|--|---|--|---------------------|--|
| Governors' involvement. | Nominate Governor and/or sub-committee to oversee writing of DES. | Governor and/or committee set up and Scheme drafted. | Sep 07 - ongoing | Governors' involvement in DES. |
| Establishing joint school initiatives. | Establish focused links with neighbouring and cluster schools (EDEP) and arrange a day's event to promote disability awareness and involve wider community. | Joint event takes place to which parents, pupils, local groups and local authority come. | Sep 07 onwards | Increased community and joint school participation in promoting disability equality in schools. |
| Developing pupils' involvement. | Continue to ensure pupil questionnaires include disabled students. | Pupils cooperatively develop their involvement with and awareness of disability issues. Pupils have a voice. | Jan 08 onwards | Pupils and whole school benefit from increased awareness of and participation in improving whole school disability equality. |
| Local disability groups including MS Society, Dogs for the Blind and local special school with outreach (Beaucroft). | Contact local groups to support school in better understanding disability matters and to take assemblies. | Increased participation and consultation from these groups. | Jan 08 onwards | Higher levels of understanding and input regarding disability issues Raised local profile /community involvement. |
| Involving parents/carers. | Set ways in which parents and carers can be involved through joint cluster and EDEP initiatives. | Increased involvement of parents and carers of pupils. | Jan 08 onwards | Increased parental/carer involvement Parents feel included in the process of provision for disabled pupils. |
| Information gathering on pupils with disabilities, their experiences and areas for improvement. | Send out parental questionnaires seeking parents' views on parental involvement in school and accessibility Collate and monitor test, exclusion, bullying and other related information through the SENCo. | School will know more about the numbers of pupils with a disability and their experiences. | Onwards from Oct 07 | Changes to policies affecting pupils with a disability if needed. |
| Analysis of information gathered. | Ongoing review and analysis of information gathered in context of key areas outlined in Statutory Guidance. | Policies reviewed and amended as appropriate. | Onwards from Oct 07 | Improved learning and school conditions for disabled pupils Elimination of negative discrimination. |
| Specifically consider DES when reviewing all policies during monitoring cycle. | Include information to help staff and governors to consider DES when reviewing policies. | All policies in line with DES. | Onwards from Oct 07 | Changes to policies made as needed. |

| Target | Strategy | Outcome | Timeframe | Achievement |
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| Confidentiality regarding disability and long-term medical conditions. | Review confidentiality and information sharing policy. | Staff know who to go to regarding information about pupils' conditions Better communication with parents/carers. | Onwards from Oct 07 | Staff, parents and pupils more comfortable with confidentiality arrangements. |
| Assess impact of DES. | Impact assessment form to be developed by governing body. | Awareness of areas for improvement in relation to disabled pupils in the school. | Review termly through Curriculum committee | Areas for improvement dealt with when they arise. |
| Monitoring and review of Disability Equality Scheme. | Formal review of information gathering processes, information gathered and targets identified and met. | Understanding of progress made and yet to be made with appropriate strategies. | Annually from Sep 07 | Annual review produced and DES amended as needed. |