

Dormers Wells High School – Disability Equality Plan

2023 – 2025

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>1. To continue to raise the attainment and progress of all our key groups with a particular focus on SEN K / EHCP (as evidenced from our data and monitoring of progress)</p>	<ul style="list-style-type: none"> • Staff professional development • Monitoring of SEN K / EHCP progress across all year groups. • Specific interventions to support underachievement of SEN K or other specific cohorts (where applicable) 	<p>Autumn 2023 Spring 2024 Summer 2024</p> <p>Autumn 2024 Spring 2025 Summer 2025</p>	<p>Training days / slots</p>	<p>Leadership Team</p>	<p>Governors</p>
<p>2. Engagement – To ensure that our student and parent engagement from each year group across the school reaches 90%+ (this will include focus evenings and other targeted events to which parents are invited to)</p>	<ul style="list-style-type: none"> • Keep register counts of all school events that parents attend. • Monitor attendance of parents of children with any disabilities and parents with disabilities to ensure that they can access all our events. • Provide specific provision where this is required. 	<p>Summer 2024</p> <p>Summer 2025</p>	<p>Admin</p>	<p>Leadership Team</p>	<p>Governors</p>
<p>3. All staff are aware via training of the main provisions of the 2010 Equalities Act</p>	<ul style="list-style-type: none"> • Ensure all staff are upskilled in terms of their knowledge of the Equalities Act 2010 – promote Educare package to support training • Ensure Governors are also updated. 	<p>Summer 2024</p>	<p>Use Educare online courses as part of the training</p>	<p>Leadership Team</p>	<p>Governors</p>
<p>4. Create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and</p>	<ul style="list-style-type: none"> • Regular Staffing review data to be shared with Governors outlining key aspects of the profile of our staff (gender / ethnicity / 	<p>January 2024</p> <p>January 2025</p>	<p>Governors meeting</p>	<p>Leadership Team</p>	<p>Governors</p>

skills.	age / disability. • Maintain strong community and parental links.				
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5. Access to Curriculum (ICT) Ensure ICT appropriate for students with disabilities	<ul style="list-style-type: none"> • Review accessibility of ICT (including whiteboards) using specialist expertise if required. • Involve where applicable students in review of hard & software. 	Autumn 2024 Autumn 2025	SENCO time	SENCO	Leadership Team
6. Access to Curriculum (Teaching & Learning) Create effective learning environments for all utilising feedback from student groups.	<ul style="list-style-type: none"> • Continue to reinforce responsibilities of all teachers as outlined in the Special educational needs and disability code of practice: 0 to 25 years – January 2015. <ul style="list-style-type: none"> ▪ Share with staff the “Reasonable Adjustments” Classroom Checklist. ▪ Ensure all classrooms and resources are organised in accordance with student need. • Staff training to include a focus on teaching HI students. • Staff use appropriate sound equipment when speaking to class with HI (including during assemblies) 	Spring 2024 Spring 2025 Autumn 2024 Autumn 2025 Autumn 2024 Autumn 2025 Autumn 2024 Autumn 2025	Training / T&L policy Photocopying Staff	All staff Leadership	SENCO Via lesson observations and sampling lesson planning Leadership Team and Governors Lesson observations

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<p>7. Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers for our students with disabilities. ▪ Ensure school activities are accessible to all students. 	<p>Spring Term 2024</p> <p>Spring 2025</p>	<p>Time</p>	<p>SENCO</p>	<p>Leadership Team</p>
<p>8. Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of our policies in relation to students with disabilities. ▪ Include student Leadership in reviews. ▪ Consult students and staff on any proposed changes to our policies. 	<p>Autumn 2024</p> <p>Autumn 2025</p>	<p>Leadership Team and SENCO time to review policies.</p>	<p>Leadership Team and SENCO</p>	<p>Governors</p>
<p>9. Premises</p> <p>Ensure site access continues to meet diverse needs of students, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Review fire drill / whole school evacuation plans / to ensure they support the safety of our disabled students. ▪ Improve signage (if required) to support disabled students to identify exits clearly. 	<p>Summer 2020 (in view of the new one way system in place)</p> <p>Autumn 2020 Spring 2021 Autumn 2021</p>	<p>£200 (if required) for improved signage</p>	<p>Leadership Team</p> <p>Site Management</p>	<p>Governors</p>
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<p>10. Attitudes</p> <p>To continue to promote positive attitudes to disability & equality</p>	<ul style="list-style-type: none"> ▪ Review & update CPSHE Curriculum where applicable ▪ Review Assembly Programme to ensure disability and equality themes are fully covered. ▪ Invite external speakers from local disability groups to speak at assemblies and visit DWHS. ▪ Regular items for newsletter to include achievements and successes of students with disabilities. ▪ Ensure all school events where parents attend include invite to share if any special access requirements are needed 	<p>Autumn 2024</p> <p>Autumn 2024</p> <p>Spring 2024</p> <p>Spring 2024 Autumn 2024 Spring 2025</p>	<p>Time – CL CPSHE</p> <p>£150 for any new resources</p>	<p>CPSHE CL and Leadership LM</p>	<p>Leadership Team and Governors</p>
<p>11. Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats if required for parents. ▪ Monitor requests for documents in alternative formats. ▪ Review accessibility of newsletter and letters for parents. 	<p>Spring 2024</p> <p>Autumn 2024</p> <p>Spring 2025</p>	<p>Photocopying £25</p>	<p>Admin</p> <p>Leadership</p>	<p>Leadership</p>