



Oakley Cross Primary School

"We believe in respect and success for all"

Appendix 1: Oakley Cross Action Plan for Disability and Equality Scheme

Date of policy: March 2021

Review date: March 2022

Our School Values

We want to instil in our children the core values of:

- Respect
- Resilience
- Confidence
- Kindness
- Tolerance

These values support the way in which all members of our school community can live and work together in a supportive way. They support our school aims.

School Aims (Written by staff)

Article 3: The best interests of the child must be top priority in all things that affect children.

At Oakley Cross we aim to provide a high quality curriculum, underpinned by strong teaching and learning and encourage every child to:

- **R**espect themselves, others and the environment
- **E**xpress their needs and feelings and recognise the needs of those around them
- **S**ucceed and reach their full potential by developing a positive work ethic and through high expectation and aspiration
- **P**ersevere when challenged, demonstrating resilience
- **E**nrich their lives through learning and seizing every opportunity to try new experiences
- **C**ontribute fully to school life and the wider community by developing confidence, self-esteem and independence
- **T**olerate others, embrace and celebrate difference and resolve problems appropriately

School Aims (Written by students)

Article 13: Every child must be free to say what they think.

The children of Oakley Cross expect the following aims to be supported by all Duty Bearers.

- **R**espect our right to be safe
- **E**veryone has the right to an education
- **S**pend time listening to children
- **P**rotect our environment so it is clean and safe
- **E**xercise is key for a healthy body and mind
- **C**are for us like a family
- **T**rain all new Duty Bearers

Equal Opportunities

Objective	Action	Responsibility	Timescale	Resources	Success criteria	Review, monitoring, evaluation
To ensure all children have full access to the curriculum, after school clubs and visits no matter what their needs are	See accessibility plan. Provide appropriate transport	All staff	Ongoing	To be decided depending on the needs of the child	All children are able to access the full curriculum including after school clubs and visits	Ongoing
Accessibility to all areas of the curriculum	Create and follow support plans Follow recommendations in accessibility plan	All staff	Ongoing	To be decided depending on the needs of the child	All children are able to access the full curriculum including after school clubs and visits	Ongoing
Different formats when giving children information	To be aware of individual needs and provide on request	Staff	Ongoing	Braille, texting/LA Governors unit if required Translations – verbal information	Information provided in different formats on request	Ongoing
All staff implement accessibility plan	Follow recommendations in accessibility plan	SLT	Ongoing	To be identified as we work through the process	Aspects of accessibility plan evaluated and updated	Ongoing

Eliminating Discrimination

Objective	Action	Responsibility	Timescale	Resources	Success Criteria	Review, monitoring evaluation
To make reasonable and appropriate adjustments for pupils, staff and parents with disabilities	Staff and pupils made aware As appropriate to the disability Involvement of outside agencies, staff training	HT	As need arises	As required		Ongoing
Promote positive attitudes and to provide pupils, staff and Governor with sufficient understanding of disability issues to ensure they don't discriminate	To provide staff with training if necessary. To make information available to all concerned. To ensure the curriculum time provides opportunities to discuss and reflect	HT Governor To support all staff	Ongoing	Respectful of each other PSHCE Association	Children, staff and then community feel valued. Pupils, governors and staff have sufficient understanding, of disability issues so no discrimination All in the school community maintain positive, non discriminatory attitudes	Ongoing
To ensure admissions dealt with appropriately	Update admission policy and keep all staff informed	HT LA Admissions Team	Ongoing	Admissions policy and updated register	Admissions policy ensures disabled included	Ongoing

Eliminating Harassment

Objective	Action	Responsibility	Timescale	Resources	Success Criteria	Review, monitoring, evaluation
To monitor any disability related bullying	Record all reports of bullying incidents and identify its causes	HT All staff	Ongoing	CPOMS	Record Take appropriate action	Ongoing
To prevent any disability related bullying Promote positive feelings and attitudes towards differences and disabilities	Adults modelling of positive attitudes and praising positive attitudes from children	SLT All staff Parents	Ongoing	PSCHE Anti-bullying week	Positive attitudes No bullying related to disability	Ongoing
For disabled pupils, staff, parents to be able to report on related harassment by involving them in combating bullying	Procedures of reporting harassment e.g. school brochure	HT	Ongoing		Disabled pupils, staff, parents are able to report on related harassment and these reports are noted	Ongoing
School community involvement in promoting positive relationships and attitudes towards disabilities	Open Door policy	All staff	Ongoing	PSHCE/Rights Respecting Assemblies	The whole school community reports incidents and takes appropriate action	Ongoing

Promoting Positive Attitudes

Objective	Action	Responsibility	Timescale	Resources	Success Criteria	Review, monitoring, evaluation
To promote good role models	Disabled pupils, staff have equal opportunities to responsibilities Staff to model Respectful attitudes	All staff	Ongoing		Good role models in school	Ongoing
To promote positive images of people with disabilities within school	Supplement the following: Books Posters Photographs DVD's	HT All staff	Ongoing	Books Posters Photographs DVD's	Positive images of people with disabilities are promoted across the curriculum	Ongoing
Ensure the curriculum is used to promote understanding of disability	PSHCE taught weekly	HT All staff	Ongoing	Published materials	Curriculum covers the understanding of disability	Ongoing
All children to take part in assemblies	All children have the opportunity to take part in assemblies	Class teacher	Ongoing	Photos books	All children to contribute	Ongoing
Provide all children with opportunities to fully participate in all aspects of wider school life	All children encouraged to enter competitions/festivals/join clubs/interact with other schools/responsibilities in and out of school	All staff	Ongoing	Local and national information	More children to contribute to the life of the school	Ongoing

Encourage participation in public life

Objective	Action	Responsibility	Timescale	Resources	Success Criteria	Review, monitoring, evaluation
To ensure positions of responsibility in school are open to all pupil/staff	To ensure all pupils/staff are treated equally	HT	When appropriate		All pupils/staff are given equal opportunities within school regarding positions of responsibility	Ongoing
To ensure relevant meetings are accessible to all involved	Follow recommendations of accessibility plan	HT	Ongoing	As and when identified	All meetings are accessible to all involved	Ongoing
To ensure all /staff pupils have equal opportunities to take part in visits	Risk assessment Follows accessibility plan	HT	When appropriate		All visits open to all	Ongoing
To ensure the wider curriculum involves the local community	Aware of local issues	HT All staff	Ongoing	Curriculum planning	Activities involve the local community	Ongoing

Taking steps to meet disabled needs even if this requires more favourable treatment

Objective	Action	Responsibility	Timescale	Resources	Success criteria	Review, monitoring evaluate
To provide special arrangements for disabled pupils if needed breaks/lunchtimes	Ongoing reviews	SLT	As and when required	Identified when need arises	Disabled pupils needs are catered for when necessary	When need arises
To ensure additional coaching or training is available for disabled pupils, staff or parents	Review when necessary	SLT	As and when required	Identified when need arises	Additional coaching when necessary	When need arises
To eliminate discrimination and ensure all applicants are treated fairly	Follow LA procedures	HT/Governors	When required		All job applicants treated fairly	When need arises