

## MGS DISABILITY EQUALITY DUTY SCHEME ACTION PLAN September 2011

<b>OVERARCHING OBJECTIVE</b>	
<p>The Governing Body is committed to the School's Equal Opportunities Policy and is committed to promoting equality, valuing diversity and combating unfair treatment. Equality of opportunity and freedom from discrimination is a fundamental right and the Governors will exercise leadership and commitment in promoting this right. The Governing Body, through the Headmaster and Senior Staff will:</p> <ul style="list-style-type: none"> <li>• Promote equality of opportunity for disabled people; students, staff, parents, carers and other people who use, or may wish to use, the school.</li> <li>• Audit and review the effectiveness of the access plans with regard to full inclusion of students, staff and visitors to the site and so comply with current legislation.</li> </ul>	
<b>STUDENTS</b>	
<b>TARGET S1</b>	To ensure that students with additional educational needs as a result of disabilities and /or leaning difficulties continue to have full access to areas of the curriculum, provided at a suitable level and differentiated according to their individual need. For Special Educational Needs Students. Working within the SEN Code of Practice identified 4 areas of need: Cognition and Learning; Communication and Interaction; Emotional, Social and Behavioural; Physical and Sensory
<b>STRATEGY</b>	To circulate to all staff 'A Guide to Special Educational Needs to include all students with disabilities and learning difficulties. This guide prepared with input from Student Services, Deputy Head Pastoral and SEN Co-ordinator and all staff, students and parents who play a role in supporting these students. All Staff have easy access to information about the additional education needs of students at the School so that support, help and encouragement can be given in the classroom. Those children with learning or physical disabilities are given opportunities for making use of educational facilities and teaching and learning of a kind generally provided for children of the same age.
<b>OUTCOME</b>	All students with learning and physical disabilities are identified early and any reasonable resources and support put in place as soon as possible. Staff are fully informed and provided with strategies for the effective teaching of students with disabilities and learning difficulties within their classes. These students are logged on the Register, which is reviewed on a regular basis, including the Annual Audit. All Staff are made aware of individual learning difficulties and this is taken into account when planning trips, lessons, taking part in extra curricular activities and when providing school related information to students. Alternative arrangements are made for students who cannot take part in games lessons.
<b>TIMEFRAME</b>	Updated start of every academic year and flagged to staff in staff meetings etc. Changes are circulated following CFC Meetings as and when needed and in December at time of Annual Audit.
<b>ACHIEVEMENT</b>	Our SEN Handbook maps provision for students with disabilities and learning difficulties. Appropriate provision, resources and support are put in place. Identification, appropriate action / intervention and progress are recorded for each student. Improved staff awareness of students' individual needs.
<b>TARGET S2</b>	To ensure that all students with additional educational needs as a result of disabilities have full access to areas of curriculum, provided at a suitable level and differentiated according to their individual needs. Including additional time in examinations.

<b>STRATEGY</b>	All teachers, TAs, Cover Supervisors and other staff who play an active role in teaching and learning and the pastoral care of students receive the necessary training to support students with a range of disabilities and learning difficulties. INSET training is provided as appropriate and may be delivered by external agencies. Learning materials for students will be provided in alternative formats when needed i.e. large print, Braille, audio, enlarged computer screen, laptops
<b>OUTCOME</b>	All staff are fully informed of who these students are and the strategies in place to support them within their classes. Staff will take into account for the additional time and effort needed by some disabled students. Those students who cannot take part in areas of the curriculum like PE will have access to the library and Student Services Department. Classroom reorganisation may be required to accommodate physically disabled students and/or classrooms may have to be adapted to accommodate physical disabilities and those students with learning/visual difficulties. All students will be able to fully participate in the content of the lesson
<b>TIMEFRAME</b>	Ongoing annual review and monitored in year.
<b>ACHIEVEMENT</b>	Provision assessed on an ongoing and annual basis.
<b>TARGET S3</b>	To incorporate accessibility considerations into all new curriculum development work
<b>STRATEGY</b>	To ensure that curriculum change across the Key Stages does not disadvantage any group of pupils. To keep under review the patterns of achievement and participation by students with disabilities in different areas of the curriculum. SEN Manager to attend Heads of Department meetings when necessary and is available for consultation when Curriculum Heads are making improvements and/or adaptations to the Curriculum
<b>OUTCOME</b>	Modifications to curriculum take into account access for students with disabilities at the planning stage. Consideration given to DDA as reflected Schemes of Work, teaching material and resources.
<b>TIMEFRAME</b>	Ongoing as part of curriculum review and at the starting point for externally or school driven curriculum change
<b>ACHIEVEMENT</b>	The curriculum reflects the needs of all pupils and where new curriculum developments comply with DDA regulations
<b>TARGET S4</b>	To maintain and expand 'peer mentoring' for vulnerable students.
<b>STRATEGY</b>	To evaluate and where necessary adapt the existing 'peer mentoring' system for vulnerable students.
<b>OUTCOME</b>	Vulnerable students are supported and so helped feel more confident and secure. This assistance in improving self-esteem and this will have a positive impact on performance and grades. We have a large group of formally trained Peer Mentors and Study Buddies. The need for access to either Peer Mentors or Study Buddies is discussed formally for each Year group at the monthly CFC Meetings, although LM's do not wait for these meetings to occur if they believe the need arises sooner.
<b>TIMEFRAME</b>	Now established by requires annual review and recruitment and training of mentors. On going discussion of vulnerable pupils as part of CFC process and intervention of PM or SB.
<b>ACHIEVEMENT</b>	Support for vulnerable students and their encouragement towards a feeling of inclusion and greater participation in both class and wider school activities
<b>TARGET S5</b>	To sustain WAVE 1 & 2 Provision and ensure that it is appropriately monitored by SEN teacher and Heads of Department.

<b>STRATEGY</b>	Wave 2 – to maintain small short term support groups for students with specific learning difficulties led by TAs trained by SEN teacher. Monitor and evaluate outcomes and review provision as necessary.
<b>OUTCOME</b>	Records are kept by SEN teacher and SEN coordinator and the school engages with parents over progress, with the intent that positive outcomes are promoted. Evaluation of programme is ongoing and may lead to the programme being refined. Staff receive training from the SEN Manager and SEN teacher on WAVE 1 support in the classroom and for the literacy groups. There is also whole-school training in areas such dyslexia support and for teachers of the literacy groups in how best to support children with learning difficulties. SEN teacher and SEN Manager deliver elements of the new staff induction programme covering SEN and supporting children with learning difficulties.
<b>TIMEFRAME</b>	Annually reviewed and modified as necessary
<b>ACHIEVEMENT</b>	Involves pupils not ordinarily supported by SEN teacher receiving support. Progress is closely monitored to ensure their needs are addressed. TA training has led to high level skills and understanding of SPLD and EAL needs [see SEN Action Plan]. Training has included session led by the LA on supporting ASD children in school. This has been reinforced by one to one support from the LA trainer for teachers of ASD children.
<b>TARGET S6</b>	To ensure that vulnerable students have full access to all areas of the curriculum and are supported appropriately in order to make sufficient progress. A Deputy DCPC was trained by July 2010. All new school staff undergo CP training. Ongoing monitoring of vulnerable children and children with CP issues by SSD as part of the Cause for Concern process.
<b>STRATEGY</b>	Whole Staff Child Protection and Professional Distance training updated as appropriate by Senior Kent Children’s Officer. DCPC delivers training to all new staff as part of the staff induction programme maintains a training register. Monthly meetings a held by SSD to discuss CFC issues and monitor progress. There are termly meetings between the DCPC and Deputy DPCP to monitor CP and Vulnerable Children Lists and interventions. The newly appointed CP Governor (MY) is due to join these meetings this academic year as “critical friend”. CP and Vulnerable Children Register overseen and monitored at monthly CFC Meetings in an integrated approach to support.
<b>OUTCOME</b>	There is a Child Protection Briefing Document for all staff and this is issued to visiting supply teachers. The Child Protection Policy is updated to reflect changes in legislation and guidance. Deputy Head Pastoral updated on DCPC on module 1 and 2 training. All staff are aware of CP issues. The school has a structured and monitored intervention programme to ensure that vulnerable students are supported socially and make appropriate academic progress.
<b>TIMEFRAME</b>	All staff receive training. Deputy Head can train all staff as DCPC. Appropriate assistance for DCPC in event of CP/vulnerable children issues whilst ensuring coverage if Deputy Head Pastoral were to be absent.
<b>ACHIEVEMENT</b>	Deputy Head trained according to legal standards on DCPC and legal standards. Deputy DCPC also trained. All staff training up-to-date and recorded. All Peer Mentors also trained in CP and Vulnerable Children issues.
<b>TARGET S7</b>	Review of the School’s Rewards and Sanctions Policies and Practices by the Behaviour Working Party (Staff and students) has updated policy [including consideration of DDA] and is now to be implemented.
<b>STRATEGY</b>	The Behaviour Working Party meets three times per year. This Steering Group consists of 12 teaching and support staff, the School Captain and Vice Captain and a group from the School Council. Implement new processes and practices for

	Rewards and Sanctions. Maintain engagement in training with the Local Authority and local grammar schools re: the impact of SEN and DDA on behaviour policy and practice. The School Council is involved to ensure that the student voice contributes to this process.
<b>OUTCOME</b>	Training has been received from; the Senior Inclusions Officer for Kent at the SEN Forum, the National Strategy Behaviour and Attendance Coordinator for SEN Forum and the SEN Adviser for Kent to the SEN Forum. MGS regularly attended the Kent SEN Coordinators' SEN Forum and actively participates in the LA Lead Behaviour Professionals' Forum. From these meetings information is passed to the Behaviour Working Party. An Advanced Skills Teacher led whole school behaviour training in January 2010 as part of embedding the revised Behaviour for Learning Policy. New Behaviour For Learning Policy launched in September 2011.
<b>TIMEFRAME</b>	An ongoing process under annual review
<b>ACHIEVEMENT</b>	New behaviour practices are in place and becoming embedded. There has been whole-school INSET training on behaviour practices Day and parallel training delivered to Governors' Group B.
<b>BUILT ENVIRONMENT</b>	
<b>TARGET B1</b>	To continue to adapt the physical environment so that accessibility considerations are a vital part of any work undertaken so that people with disabilities have greater access to the site.
<b>STRATEGY</b>	Ramps for access into the buildings around the school where feasible. Portable chair lift installed for disabled access New Classroom block, Applied Learning Centre and Sixth Form/Food technology build all comply fully with the DDA regulations. Provide a fixed hearing loop to the big hall and reception, and portable hearing loops to classrooms. Ensure redecoration programmes complies with DDA regulations so that people who are visually impaired can access the buildings. Increase the width of doorways where required e.g. sports hall. To ensure that specialist classrooms have at least one desk and chair which can be height adjusted for disabled students. To ensure that lights around the site are appropriate for students with light sensory disorder. To ensure that specialist equipment/software is available for students with disabilities or learning disorders around the site including the SEN room.
<b>OUTCOME</b>	To enable disabled people to access the building and different levels of site. To enable people with hearing difficulties access to audio communication. To enable visually impaired people to move around the site safely. To enable people with wheelchairs easier access to the sports hall. To enable people with disabilities to have full access to the accommodation. Enable students with disabilities to access the whole curriculum and student with learning difficulties or disabilities to make use of equipment which might be voice activated, large screens, laptops, etc.
<b>TIMEFRAME</b>	ongoing
<b>ACHIEVEMENT</b>	Ramps installed around the site so that disabled students can access classrooms. A portable chair lift is installed for disabled access between levels in the main block. New build classroom blocks are fully DDA compliant. Redecoration

	programme includes contrasting colours to meet DDA regulations.
<b>TARGET B2</b>	To hold under review existing procedures to ensure that the buildings are safe for people with disabilities or learning disorders.
<b>STRATEGY</b>	Ensure that MGS provides and maintains: <ul style="list-style-type: none"> <li>• Pictograms for fire evacuation that conform to DDA regulations.</li> <li>• Stair nosings at the bottom and top that are of a different colour.</li> <li>• Paint on external stairs of high visibility, slip resistant specification.</li> <li>• Redecoration work conforming to the DDA regulations for visually impaired people.</li> <li>• Banisters to stairs to upper floors of building.</li> </ul>
<b>OUTCOME</b>	Support access for people with impaired vision
<b>TIMEFRAME</b>	Ongoing as part of rolling maintenance schedule
<b>ACHIEVEMENT</b>	Disabled people can negotiate the buildings easier and can negotiate the stairs safely. People with visual sensory disorders are helped to make their way safely around the buildings. Access to the first floors is improved.
<b>TARGET B3</b>	To keep under review the effectiveness of the buildings access arrangements with a view to the whole school complying fully with DDA regulations.
<b>STRATEGY</b>	Specifically to assess whether the following adaptations to the buildings will improve whole school access for students with disabilities: <ol style="list-style-type: none"> <li>1. Installation of a lift by Piccadilly which would access the first floor science, ICT, English and MFL Classrooms.</li> <li>2. Lift installed near the Geography Department to improve access to the first floor for students with disabilities.</li> </ol>
<b>OUTCOME</b>	If adopted the above would: <ol style="list-style-type: none"> <li>1. Enable disabled students to access the rooms suited by department on the first floor of the main building.</li> <li>2. Students with disabilities better can access the Student Services Department and adjacent rooms</li> </ol>
<b>TIMEFRAME</b>	Decision to be made by SMT about desirability of these projects, which could only be completed as funding permits
<b>ACHIEVEMENT</b>	Completion of works, if they have utility to the school, as funds are available.
<b>TARGET B4</b>	To consider accessibility for students with disabilities and learning difficulties when constructing the timetable.
<b>STRATEGY</b>	Identify areas of the school which are difficult or impossible to access, or which are not resourced in a way that promotes learning, for those students with disabilities or learning difficulties. Then adjust their timetables' rooming accordingly.
<b>OUTCOME</b>	Adjustment to timetables rooms to facilitate access for students with disabilities.
<b>TIMEFRAME</b>	On annual basis as part of the timetabling process.
<b>ACHIEVEMENT</b>	Rooming of lessons for students with disabilities and learning difficulties so that they can access the appropriate classrooms/learning facilities.
<b>TARGET B5</b>	To further develop ICT resources to provide greater access to the curriculum for students with disabilities
<b>STRATEGY</b>	Bursar, E learning Manager and Network Manager in consultation with the SEN Manager to critically review identify

	hardware and software resources which could enable students with particular disabilities to access the curriculum e.g. voice activated software for visually impaired students.
<b>OUTCOME</b>	Adopt enhanced ICT resources for use by students with disabilities and learning difficulties where appropriate.
<b>TIMEFRAME</b>	Part of the continuous process of review of the school's ICT provision
<b>ACHIEVEMENT</b>	Widen use of ICT/SEN resources in lessons to promote greater access to the curriculum.