



# St Paul with St Luke CoE Primary School

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## Disability Equality Action Plan

Eliminate unlawful discrimination				
Priority	Person Responsible	Process/actions/resources	Timescale	Expected Outcomes
All parents/carers can access information about their children's progress	Nicola Horton HT Mollika Treen SENCO	Reports are made available in alternative forms e.g. large print or audio. Parent meetings are held in rooms that are accessible to disabled parents or rooms that are non-threatening. Alternative timescale given if required.	ongoing	All parents/carers can access verbal/written feedback on the progress of their children.
All children can access ICT in a way that will enable them to access the curriculum appropriately	Nicola Horton Mollika Treen	Advice sought from SEN ICT Team. Appropriate equipment to be borrowed from THALL as identified in assessments / pupil progress	ongoing	All children are able to access and use equipment to support their learning and work to their full potential.

to be successful		meetings		
School site is easily accessible in a way that is safe, secure and safely evacuated by all.	HT Premises Team	To review site and liaise with the Fire Safety Officer regularly.	ongoing	The site will be accessible by all stakeholders and safely evacuated by all in fire drills or emergencies with reasonable adjustments made for all with disabilities.
Reasonable adjustments will be made for staff with disabilities.	Nicola Horton HT	Staff needs to be audited annually. Meetings with HT/School Office Manager/ SENCO to ascertain reasonable adjustments. New staff to be audited on entry. Induction process is annually reviewed.	ongoing	All needs will be met where reasonable adjustments can be made.
Review information to parent/carers to ensure it is accessible.	Admin team Website adviser	School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired	Ongoing Current	Parents/carers can access information shared by the school.
<b>Eliminate disability related to harassment</b>				
All staff on to be aware of children's disabilities and how it affects them.	DH/SENCO	Set up Class Provision Maps Care Plans updated when there is a change and reviewed at least annually and staff informed S/L Service to meet teachers	ongoing	Staff awareness of needs increases. Children are confident to seek help.

		<p>regularly. Outreach Team to lead meetings and support identified classes. PAMs to keep staff up to date and HT/DH/SENCO informed. Parent Support Administrator to liaise with families.</p> <p>Place2Be counselling service available for children, parents and staff</p> <p>Learning mentor support</p> <p>MEPs are shared and regularly reviewed/updated by teachers and TAs in termly staff meetings.</p> <p>Lunchtime staff have termly meetings with learning mentor and SENCO to be updated about key children.</p>		
To record and monitor all disability related harassment.	All staff HT	All incidents to be recorded and reported. Monitor/analyse incidents. Identify support where appropriate and deliver. Parent Engagement Officer to monitor before/after school re: adults.	ongoing	All incidents are dealt with. Incidents decrease. All stakeholders feel safe/secure.
The Anti-Bullying policy	HT/DH/	Review Anti-bullying policy. Anti-	ongoing	Understanding of Bullying

makes reference to bullying related to all who are disabled.	/SENCO PHSCE Coordinator	Bullying week (November) includes this area of disability. Place2Be Mental Health Awareness week celebrated annually in February.		related to Disability is developed. Everyone understands reporting procedures. All incidents are successfully dealt with and recorded.
<b>Promote Equality of Opportunities</b>				
All children have access to activities that happen outside school	All Staff HT/DH/SE NCO	Risk assessments must take account of any disability needs. Transport arrangements are to be clear. Staffing to be adjusted to support disability. R.A. forms to be reviewed at least annually.	ongoing	All children are able to access all learning opportunities off site. Staff development ensures confidence in planning to meet needs of all children.
All children have access to an appropriate curriculum.	All Staff HT/ DH/SENCO	To work closely with Phoenix and S/L service support year groups. To ensure staff access training in/out of school. To ensure appropriate resources available. Visual timetables in use where needed. Planning reflects specific needs.	ongoing	Staff grow in confidence supporting individual needs. Planning reflects individual needs. Appropriate resources are being used. Specific literacy needs are supported by yellow paper. Visual timetables are in place.
<b>Promote Equality of Opportunity</b>				
Classrooms are supportive of visually and hearing	HT/DH AHT	Blinds to be replaced in all classrooms.	ongoing	Noise levels and glare are significantly reduced around

impaired children	SENCO	Assess site for sound levels and advice sought.		the school to enhance learning opportunities. Classes more comfortable for all to access learning. Action plan to be agreed.
Appropriate provision is available for specialist teaching/delivery of programmes	HT	Appropriate provision has been developed on school site and in portacabins	ongoing	All needs will be met in appropriate spaces. Appropriate learning spaces on school site.
To provide quality learning experiences for all children	DH/AHT HT/SENCO	To review the support staff structure. Specialist training for all TAs. Class teachers access specialist teachers.	From Sept 2016 ongoing	Children's needs will be met more appropriately. All children will make expected or better levels of progress. Appropriate coaching and training for staff. Class teachers develop confidence in planning for and meeting children's needs.
To ensure all children with disabilities make good levels of progress.	DH SENCO Class teachers	P levels and pivats are used to track all children for whom it is appropriate. Planning systems for personalised learning are developed. All interventions are recorded on the tracker.	Sept 2015 ongoing	All children with disabilities make good levels of progress. Planning is appropriate for individual needs. Performance management and monitoring ensures the

		New assessment system introduced. Scholar Pack used to track and monitor progress		development of quality provision.
To ensure appropriate systems and structures are in place.	SENCO	EHA and referral procedures in place, SENCO maintain/review/improve agreed systems and structures. EHAs are completed for all referrals.	Sept 2016 ongoing	Clear systems and procedures will be in place to support all referrals. Appropriate support is accessed for all children.
To ensure there are alternative opportunities available for children with disabilities outside class time - inside/outside	MMS	Playground training for all MDMS. To review outdoor equipment and ensure appropriate resources available. When appropriate risk assessments are carried out to assess areas for use by children with disabilities. Trips to Stephen Hawking where appropriate Learning mentor and SEN TAs either support children who need it at morning play and lunchtimes in the playground or set up alternative provision.	From Jan 2016 ongoing	Children with disabilities are actively encouraged to participate in playground games. Appropriate resources are available. The play areas are safe and secure. Alternative provision is available for those who choose.
To ensure appropriate systems and structures	HT/SENCO Parent	Current system reviewed and improved. Care plans to be reviewed	From Sept 2016	Up to date Care Plans accessible in the office.

are in place for adults and children with medical needs.	Support Admin  School Nurse	by the school nurse. Appropriate spaces to be identified and regularly reviewed for medication, OT, Physiotherapy and assessments. Equipment is stored appropriately to ensure safety but accessibility. Staff training delivered for all staff.	ongoing	Appropriate facilities will be available to meet the needs identified. Medical boxes store equipment in all classrooms. Epi pens stored in locked cabinets in classrooms. Lunchtime staff and cooks know who children with medical needs are.
To ensure that there are adequate and appropriate facilities on site for personal hygiene.	HT Finance Officer Premises Manager	To ensure there are working accessible toilets. To ensure all accessible toilets are always fully accessible, clean and resourced.	ongoing	All disabled persons will be able to access easily a disabled toilet or shower on all site. To be monitored daily by the premises team.
<b>To promote positive attitudes towards disabled persons</b>				
To ensure that people with disabilities are represented in learning materials.	Curriculum Co-ordinator  Librarian  All teaching staff	To resource library more appropriately. All new resources to include positive images.	ongoing	Appropriate resources are accessible to staff and pupils. Adults actively promote positive images through their teaching and in displays around the school and in classrooms. Staff training from specialist

				teachers around appropriate use of materials
School environments promote diversity.	HT DH AHT SENCO  All staff	Displays seek to be multi-sensory and promote diversity. Posters promote positive images. Reception area screens on site represent all children.	ongoing	All displays are accessible to all and reflect the diversity of the school and the community.
Issues of Disability and approached positively.	All staff	Circle times explore disability. Assemblies explore disabilities. Children learn about the achievements of disabled people. Parent Voice Events create opportunities for discussion. Special weeks in the school calendar celebrate diversity, difference and disability Implement Jigsaw PSHCE scheme School values encourage positive attitudes to 'difference' Termly School Values weeks rewards/badges/book tokens	Ongoing  May 2016	It is possible for and evident that people are able to discuss things in positive ways with confidence.  Scheme is effective in raising awareness of disabilities and differences in a positive way  Children understand what school values mean and act in accordance with the values.
To ensure displays around the school and school	All staff	Work of all children will be displayed in/out of classroom. All	Ongoing	Displays will promote a positive image of the



publications reflect the work of children with disabilities.		publications will seek to reflect positive images.		contributions from those with disability.
<b>Encouraging participation in public life by disabled people</b>				
Children with disabilities to be represented on school council.	HT	At least 1 place on school council to be filled by a child with a disability.	ongoing	School councils to include representation of children with disabilities.
Children with disabilities are given responsibilities.	Class Teachers	Children with disabilities are given opportunities to explore roles available to other children in/out of class.	ongoing	Disability is reflected around the school in a range of contexts e.g. monitors, buddies, office helpers, lunchtime ambassadors.
Children with disabilities participate in assemblies and school events.	CT	Class teachers actively involve children with disabilities in sharing work publicly.	ongoing	Children with disabilities are represented in all events.
Children with disabilities have access to extended activities.	SLT	Appropriate support is organised for children. Transport is organised when appropriate. Range of clubs is appropriate for children with disabilities. Residential include children with disabilities. Extra swimming lessons for targeted children with disability/SEND	ongoing	Reasonable adjustments are made for the provision of children with disabilities to access trips and educational visits

Disabled children are able to participate in external events e.g. Disabled sports.	Sports coach/PE adviser	Member of staff identified to support. Skills are developed in school.	From Sept 2016 ongoing	Children with disabilities are representing the school and borough at identified events.
Disabled people are reflected on the Governing Body.	HT	Disabled people are encouraged to consider being Governors. Governing Body identifies Mother Bernadette Hegarty as Governor for SEND/Inclusion.	From Sept 2015 ongoing	Governor for SEND/Inclusion in place