

Action Plan

Objective School Policies	Actions	Time scale	Person/s Responsible	Resources	Measurable Outcome
Ensure all policies consider the implications of disability access	Consider all policies in view of priorities Consider that all policies are inclusive	At policy Review	All Key Leaders and Governors	Time	Access to all aspects of school life for all pupils
Review and update policies and local offer	<ol style="list-style-type: none"> 1. Update campus SEN policy publish on website 2. Update Local offer and publish on website 3. Update Intimate Care policy 4. Adopt LA Manual handling policy – ensure training for relevant staff 5. Ensure Policies for the administration of medicines and pupils with medical needs are reviewed and implemented 	Sept 2019	Campus SENCOs ICT Tech Admin team	Review and update policies and local offer	All policies are up to date and available. Staff clear about school policies and procedures
Objective Equality	Actions	Time scale	Person/s Responsible	Resources	Measurable Outcome
Establish new Equality policy through the Governing Body.	Establish new Equality policy through the Governing Body.	Sept 2019	Principal Heads of School SLT	Time	Governors Minutes
Promote policy across the Campus	Ensure staff are made aware of the new policy in place	Sept 2019	Principal Heads of School SLT	Time	Staff register
Increase student awareness of issues relating to Equality & Diversity and the Equality Act	Ensure school displays promote E&D Embrace and celebrate differences through planned activities	Ongoing	All staff PSHCE Heads of Year Assembly leads	Time Displays Assemblies Activities	Different groups being represented across all displays and Campus material. Both explicit and implicit celebrations of diversity and encouragement of tolerance and respect
Monitor and improve the involvement of all groups in the opportunities that the Campus provides	Develop effective systems for monitoring and tracking student involvement Ensure impact assessments are being completed when changing provision, to identify any gaps in provisions & introduce new activities to fill gap	Jan 2019	Heads of school SLT	Time System cost?	A record of all regular activities is available. Registers of attendance Analysis of attendance

Objective Increasing Access to the Curriculum	Actions	Time scale	Person/s Responsible	Resources	Measurable Outcome
To update, renew and review resources, equipment and ICT software	<ol style="list-style-type: none"> 1. Audit all resources 2. Ensure resources appropriate meet the needs of the pupils and ensure full access 3. Purchase any new resources (RP) 	Sept 2019	Principal Heads of school SLT/SENCO Bursar ICT team	Time Equipment cost	Completed Audit All specialist equipment in place and identified through EHC plans and IHC plans
To update, renew and review SoW and curriculum content	Ensure resources appropriate meet the needs of the pupils and ensure full access	Sept 2019	SLT Subject leads	time	Curriculum review document Schemes of Work in place
Early identification, and intervention work with pupils to ensure increasing access	<ol style="list-style-type: none"> 1. Ensure staff are trained to carry out intervention work 2. Set up suitably resourced areas 3. Set clear targets and time scaled intervention strategies 4. Ensure additional needs are quickly identified and key workers are appointed (additional needs audit) 	Ongoing	Principal Heads of school SENCO	Time Equipment cost	All plans EHCP, IEP, MSP etc... in place Department and areas are resourced and differentiated appropriately.
Prioritise pupil participation in Campus activities	Ensure activities are accessible to all children	Ongoing	Heads of school SLT/Teachers	time	Targeted advertising where appropriate
To identify areas of need in the planning and delivery of the lesson.	<ol style="list-style-type: none"> 1. Involve parents fully in curriculum accessibility 2. Ensure staff have disability awareness to reflect diverse needs of pupils within the Campus 3. Purchase of resources to increase student participation, where necessary. 4. Ensure there is a multisensory approach to learning 	QA cycle	Principal Heads of school SLT SENCO	Time Training programme	QA file Lesson observation feedback Student data
Staff training to support identified needs appropriately	<ol style="list-style-type: none"> 1. Identify training needs 2. Put in place appropriate levels of support 3. Ensure funding available 	Ongoing	Principal Heads of school SLT/SENCO Bursar	Training programme time	Training reflects needs and is quickly accessed
Produce a rationale for the prioritisation of the deployment of the ETA's	<ol style="list-style-type: none"> 1. Identify need 2. Prioritise need 3. Implement support 4. Review support impact 	Ongoing	Heads of school SENCO	time	Student/Staff voice Parental feedback Addressing student need minimising negative impact

Objective	Actions	Time scale	Person/s Responsible	Resources	Measurable Outcome
Improving access to Written Information					
Improve access to written information for all members of the Campus and the Community about the Campus	<ol style="list-style-type: none"> 1. Update and review all written information to parents, visitors and community and other forms of written communication 2. Look at providing specific information on the school web site 3. Investigate the role of interpreters to support written material and oral communication; Letters in first language. 4. Use Group Call Text Messaging Service and Parent Hotline 5. Large print & audio when required. 	Ongoing	Principal Heads of school SLT Admin	Costing for website Time Interpreter	Stakeholder feedback re. Written communication, website etc....
Cross-campus additional needs team to ensure consistency throughout	<ol style="list-style-type: none"> 1. Regular meetings between SENCOs 2. Consistent approach to identifying, monitoring and meeting needs 	Ongoing	SENCO's DSL's Attendance	Time	Needs across the campus identified and addressed quickly and more appropriately. Smoother transition between phases.
Improving the physical access					
Maintain the good access facilities, resources and physical aids Ensure that access to Campus buildings and site can meet diverse needs of staff, pupils and visitors.	<ol style="list-style-type: none"> 1. Monitor access areas and report any problems/deterioration 2. Identify individual needs of children as they enter school and address any barriers to learning 3. Purchase new aids as required to ensure full access to the building 4. Lift maintained in accordance with contract requirements 5. Set up PEEPS for all staff/children requiring assistance in the event of a fire 	Sept 2019 Ongoing maintenance schedule	RP Budget/ASB Premises action plan All Key Leaders and Governors Bursar	As identified	School meets expectations to ensure a safe and secure environment for staff, pupils and visitors Secure environment ensures pupils learn effectively and enjoy their time in school
Procedures in place in the event of a life failure	Allocation of alternative plans/rooms whilst lift is out of action	As required	Principal Head of school SENCO Bursar	As identified	n/a
Ensuring all emergency exits are suitable for all and kept free from obstruction at all times	Review mean of escape for all including disabled students, staff and visitors.	Ongoing	All staff	Time	All exit kept clear at all times

Equality Impact Assessment

School	Netherhall Learning Campus
Date	
Lead member of staff	
Other involved staff/role	

Proposed Plan

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision
to change or reduce practice/provision
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation **Y/N**

Promoting equality of opportunity **Y/N**

Fostering good relations **Y/N**

Please explain

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

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Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability			
Race			
Sex			
Gender reassignment			
Pregnancy, maternity			
Religion/belief			
Sexual orientation			
Marriage, civil partnership			
Age			

Explain in more detail

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