

DISABILITY EQUALITY POLICY

AIM / PURPOSE

The aims following are points to be achieved. The Policy should enable to:

- ◆ improve achievements for disabled pupils
- ◆ increase participation of disabled pupils in all activities and areas of school life
- ◆ improve access to the school for disabled people

GENERAL PRINCIPLES

Trinity CE High School has high ambitions for its disabled pupils; we expect them to participate and achieve in every aspect of school life and we are fully committed to achieving the five 'Every Child Matters' outcomes for all our pupils.

We make all pupils, staff, parents/carers and visitors feel welcome irrespective of race, colour, creed or impairment and aim to identify and remove any barriers to disabled people.

We are committed to equal opportunities and implementing the National Curriculum Inclusion Statement. This is demonstrated by the way we:

- ◆ set appropriate learning challenges and targets for all pupils
- ◆ are responsive to the diverse needs of pupils and staff
- ◆ overcome potential barriers to learning and participation in all areas for individuals and groups of pupils.

DISABILITY EQUALITY AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

Our Action Plan includes the following:

1. Carry out an audit of school pupil population.
2. Use information carried out for disability audit.
3. Use existing data and admissions information to collate information on pupils with disabilities and medical needs.
4. Use information from Casework Service about pupils with statements who have disabilities and are to be admitted to school.
5. Collect information on levels of attendance and exclusion for disabled pupils compared to non-disabled pupils.
6. Identify barriers to attendance.
7. Identify reasons for exclusions.

8. Revise data and admissions information systems.
9. Revise Transition Information.
10. Use PANDA, FFT and SEN Register to track progress and identify targets for improved achievement for disabled pupils.
11. Compare end of KS results and exam results for disabled pupils and non-disabled pupils and set appropriate targets.
12. Identify area of the curriculum to which disabled pupils may have limited or no access.
13. Identify barriers to participation in activities, on and off-site, to which disabled pupils have limited access.
14. Audit our staff recruitment and retentions criteria in order to identify barriers.
15. Implement poster campaign to develop positive attitudes towards disabled people.
16. Establish links with local organisations for disabled people.

MONITORING & EVALUATION

The Disability Equality Policy, according to LA recommendations, will be reviewed in 2009 and the impact of the actions taken to adjust and amend the school's practices on disability equality will be assessed through the following outcomes.

This will be achieved through the SENCO and the SEN Department advising the Deputy Head (Curriculum) and Head, and reporting to the Governors' Personnel Committee and Full Governing Body.