

**The Magna Carta School Disability & Accessibility Action Plan 2020/21**

<b>Objective</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>
<b>1. Raise Awareness of and Improve Provision for Disability</b>			
Ensure that the needs of people with disabilities are a central consideration in all school policies.	Requirement that all policy reviews and all new policy proposals take in to consideration and make reasonable adjustment for disabilities.	Policy Reviews SLT	Ongoing
Raise staff awareness of disability issues.	Information provided to staff	RKN	Annually to all staff in Sept and NQT training (September)
Raise student awareness of disability issues and ensure that students with disabilities are included in all aspects of school community without discrimination or harassment.	Inclusion of disability related issues in PSHE/SMCS programme. Work to eliminate harassment and bullying.	PSHE Lead and Pastoral Leads and Pastoral Support team for students. SLT and Line Managers for staff	On-going
Monitor appointment/rejection/reasons for leaving of staff with disability	To be recorded after all staff interviews/appointments/resignations	HRM (BD)	
Monitor provision for staff and governors with disabilities	Offer staff with disabilities an annual meeting ( or as required) with line manager to discuss their needs/any reasonable adjustments	HRM (BD) & SLT	
Provide additional support for students with disabilities when necessary eg at times of transition; trip/activity participation	Discuss as part of review meetings; monitor via Inclusion Register. All staff aware of need to make reasonable adjustment	RKN	
Enable parents with disabilities to access information relevant to them/their child	Offer separate meetings in appropriate surroundings	HST, Pastoral and Progress Leads, RKN	
<b>2. Improve identification of type/level of disability experienced by individuals using the school</b>			
Increase staff disclosure of disabilities.	Give staff the opportunity to disclose a disability via the annual check of personal details;	LSS	Annually
Invite parents to advise school of any disability their child has.	Letter/questionnaire in admissions pack	CCN	Annually
<b>3. Improving the participation of people with disabilities in the Disability Equality Scheme</b>			
Increase the participation of staff, governors and local community with/without disabilities in the construction and monitoring of disability equality schemes.	Give staff the opportunity to comment on school's provision for disability. Report to Governors annually	HSJ LSS	Annually
Increase the consultation of students in equality initiatives	Student Voice discussion Annual reviews SEN	Student Voice RKN	Annually
<b>4. Improve the arrangements for gathering information about the performance of students with disabilities</b>			
Monitor the progress/achievement of students with disabilities to identify areas for development	Monitor and analyse student achievement, attendance and behaviour by disability. See anti-bullying policy	RDN HST	Termly

<b>5. Ensuring adequate access to TMCS buildings/resources ( subject to funding)</b>			
Improve site/building access (ground level)	Paint high visibility nosings on all external steps.	LSS	
Ensure that all students can access all curriculum areas and LRC*	Science Lab to be created on the ground floor.	LSS	Funding from part of the CIF bid.

\*During a pandemic limited access to all curriculum areas would be appropriate. Once risk assessments provide evidence and guidance proving the school site is safe, all curriculum areas should resume as accessible.