



That they may have life; life in all its fullness - John 10:10

Hordle CE (VA) Primary School and Nursery

Disability Action Plan 2025/26

Core Duty	Possible Actions	Outcomes	Who?	When?
Monitor the impact of policy and practice on disabled people by gathering and using information on: <ul style="list-style-type: none">• Staff recruitment• Staff development• Staff retention• Educational opportunities available to disabled pupils	Governors receive regular reports from the headteacher at SIC and Resource committees.	Governors are aware of the impact of the policy on disabled people	Governors and Headteacher	Ongoing
Publish annually the results of monitoring data and actions taken towards achievement of the overall objectives and priorities	Governors report to parents the outcomes of monitoring related to disabled people.	Parents and the local community will be informed of the efforts of the GB to promote equality and diversity and will be aware of the actions in place.	Governors	Annual
Annual report from SENCO highlights the overlap between DDA and SEN.	Governors are aware of the number of pupils on the SEN register for whom their SEND would be recognised as well under the DDA SENCO to report on any special modifications needed to be made to provision or the curriculum to meet these needs.	Governors are aware of the cross over between SEND and the DDA and have taken account of these needs and actioned them as recommended or appropriate.	Governors and SENCO	Annually



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Using the results of the parent/pupil/staff questionnaires – identify actions which need to be undertaken to ensure that disabled people enjoy learning and working with the same degree of dignity and choice as their non disabled peers.	<p>Governors to consider the following modifications in the light of the outcomes of the survey:</p> <ul style="list-style-type: none"> • Increased access to disabled pupils in • the school curriculum • Teaching and learning • Classroom organisation • Deployment of learning support • Staff training • Curriculum delivery 	Governors are aware of the modifications that need to be undertaken and have reviewed progress towards completion and monitored the effectiveness of any changes made.	Governors and Headteacher	Annual and Ongoing
Using the results of the parent/pupil/staff questionnaires – identify actions which need to be undertaken to ensure that disabled people enjoy learning and working with the same degree of dignity and choice as their non disabled peers.	<p>Governors to consider the following modifications in the light of the outcomes of the survey:</p> <ul style="list-style-type: none"> • Improved access to the physical • Environment • Signage • Floorings • Room layouts 	Governors are aware of the modifications that need to be undertaken and have reviewed progress towards completion and monitored the effectiveness of any changes made.	Governors and Headteacher	Annual and Ongoing
Using the results of the parent/pupil/staff questionnaires – identify actions which need to be undertaken to ensure that disabled people enjoy learning and working with the same degree of dignity and choice as their non disabled peers.	<p>Governors to consider the following modifications in the light of the outcomes of the survey:</p> <ul style="list-style-type: none"> • Improved accessibility of written • Materials • Information available in alternative formats such as large print or easy read. 	Governors are aware of the modifications that need to be undertaken and have reviewed progress towards completion and monitored the effectiveness of any changes	Governors and Headteacher	Annual and Ongoing



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Ensure that the children encounter a wide and varied range of positive images of disabled people.	Governors to monitor the following: <ul style="list-style-type: none"> • Worship • PSHE • Library books • Displays etc. • Pupil interviews • Staff interviews 	Pupils have positive views about disabled people and not only learn about them but from them.	Governors and Headteacher	Triennially
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	DATE	Ethos	Equality	Practice	Guidance
This document was reviewed and screened by the Governing Body	2024/25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Next scheduled review:	Academic Year 2025/2026				